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ABSTRACT

This action research project examined the impact of a social skills curriculum on the behavior of targeted second, fourth, and fifth graders. Problems in student behavior were documented through an analysis of records of peer mediation, student referrals, and staff surveys. The intervention consisted of a social skills curriculum, "Second Step, A Violence-Prevention Curriculum," integrated within content areas and cooperative learning activities. Heterogeneous learning teams of 4 to 5 students were formed, team building activities implemented, and social skills introduced and taught each week. A weekly role-play situation around specific social concerns was selected from the Second Step curriculum to facilitate transfer of social skills learning. Targeted social skills were respect, including encouraging others and respecting other's space; responsibility, including following classroom rules and accepting constructive criticism; and cooperation, including participating with team members, and taking turns. Additional behaviors were related to communication, including listening actively; team building; and team consensus. Teacher journals and a posttest staff survey were used to assess behavior changes. Discipline referrals, peer mediation records, student interviews, and teacher observations were used to assess students' abilities to cooperate and resolve conflicts. Results indicated that targeted students showed marked improvement in appropriate behavior. A staff survey revealed an increase in students' respect for others, decreased responsibility for behavior, and an increase in cooperation with others. (Twenty-seven appendices include data collection instruments and sample classroom materials. Contains 31 references.) (KB)

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PROMOTING APPROPRIATE BEHAVIOR THROUGH SOCIAL SKILL INSTRUCTION

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An Action Research Project Submitted to the Graduate Faculty of the

School of Education in Partial Fulfillment of the

Requirements for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight

Field-Based Masters Program

Chicago, Illinois

May, 1996

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DEDICATION

This is dedicated to our families for their support
and
our students for their efforts.

ABSTRACT

This report describes a curriculum for improving student behavior through activities to promote social skills. The targeted population consists of second, fourth, and fifth grade students in a large urban area, located in north central Illinois. The problem will be documented by analyzing records from peer mediation, student referrals, and staff surveys that describe student behavior.

Analysis of probable cause data will be researched through a staff survey, student observation checklists, student interviews, peer mediation reports, student discipline referrals, as well as staff logs. Evidence from research literature revealed that integrated curriculum themes and instructional strategies promoting social skills need to be strengthened.

A review of possible solution strategies suggested by literature, combined with an analysis of the problem setting, resulted in the selection of cooperative learning as an intervention. The targeted second, fourth, and fifth grade students will receive social skills activities to improve behavior.

TABLE OF CONTENTS

CHAPTER 1 - PROBLEM STATEMENT AND CONTEXT 1

General Statement of the Problem 1

Description of Immediate Problem Context 1

Description of the Surrounding Community 3

State and National Context of Problem 6

CHAPTER 2 - PROBLEM DOCUMENTATION 8

Problem Evidence 8

Probable Cause 28

CHAPTER 3 - THE SOLUTION STRATEGY 31

Literature Review 31

Project Objective and Solution Components 35

Action Plan for the Intervention 35

Methods of Assessment 39

CHAPTER 4 - PROJECT RESULTS 40

Historical Description of the Intervention 40

Presentation and Analysis of Results 41

Conclusions and Recommendations 65

REFERENCES 66

APPENDIX A. 70

APPENDIX B. 71

APPENDIX C. 72

APPENDIX D. 73

APPENDIX E. 74

APPENDIX F. 75

APPENDIX G. 76

APPENDIX H. 77

APPENDIX I. 78

APPENDIX J. 79

APPENDIX K. 80

APPENDIX L. 81

APPENDIX M. 82

APPENDIX N 83

APPENDIX O. 84

APPENDIX P. 85

APPENDIX Q. 86

APPENDIX R. 87

APPENDIX S. 88

APPENDIX T. 89

APPENDIX U. 90

APPENDIX V. 91

APPENDIX W. 92

APPENDIX X 93

APPENDIX Y. 94

APPENDIX Z. 95

APPENDIX AA. 96

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

The students of the targeted second, fourth, and fifth grade classes exhibit inappropriate behavior that interferes with personal and social development. Evidence for the existence of the problem includes peer mediation records, student discipline referrals, family support referrals, and staff anecdotal logs that describe student behavior.

Description of Immediate Problem Context

The targeted community academy has 357 students enrolled in kindergarten through sixth grade. The building opened in 1950 as a neighborhood school. It now serves 260 neighborhood children as well as 97 bused students attending on special permit. The school is a school-wide Title I facility. Each grade level consists of two heterogeneously grouped classrooms with an additional half-day kindergarten class. The average class size is 23.8 students. The student population is 52 percent Caucasian, 40.3 percent African-American, 5.6 percent Hispanic, 1.6 percent Asian, and 0.5 percent other. The school includes 2.5 percent students with limited proficiency in English. Student attendance rate is 94.1 percent with mobility among students at 19.4 percent. Chronic truants number 6.2 percent. The school population includes five inclusion students and eleven students with special needs (behavior disorder, emotionally disturbed, mentally impaired, learning disabled, and physically challenged). There are 23 students receiving speech and language services.

The community academy is administered by a full-time principal. The staff is made-up of 27 certified teachers. Included in this number are 15 classroom teachers, three specialists (physical education, art, and music), two Title I teachers, two "Success For All" (SFA) teacher/tutors, a reading implementor, a curriculum implementor, a student support specialist, a speech and language clinician, and a resource teacher.

There are three intervention teams that support staff, students, and parents. The diagnostic team consists of a school psychologist, social worker, speech clinician, and school nurse. The Family Support Team consists of the principal, curriculum implementor, reading implementor, student support specialist, and parent liaison. The peer mediation team includes students trained in the process, and the student support specialist whose responsibility is to facilitate the problem solving intervention.

Office staff consists of a full-time secretary. The library is run by a full-time aide as is the computer laboratory. Classroom aides consist of two inclusion, one kindergarten, and one SFA tutor. One part-time aide works with speech and language students, and two supervise lunch and playground. The school is serviced by one full-time and one part-time building engineer. Breakfast and lunch is served by three food-service employees. Twenty-nine community volunteers visit assigned classrooms weekly. Sixth grade students participate in monthly service projects at the Hunger Connection. The business partner for the school is a local hospital.

The targeted community academy is a Success For All (SFA) building. This is a program developed for high-risk, inner city children by Robert Slavin and Nancy Madden at Johns Hopkins University. The two main components are the Reading Roots and Wings (K-6)

and the Math Wings (3-6). The staff has received extensive training and works closely with Johns Hopkins University. The reading component incorporates cooperative learning, provides for extra support staff to reduce class size in reading, and one-on-one tutoring intervention for first graders. The average reading group size at this community academy is 15. The math component uses manipulatives and also centers around cooperative learning. Success For All provides for a Family Support Team to bridge the family and school. Other instructional strategies for the building are integrated math and science programs, staff developed integrated thematic units, and assessments. Monthly staff development, as well as grade level planning, are an important focus for the building.

Within the targeted school community, there is an approximate household population of 10,000 consisting of 9,100 single family dwellings and 1,000 apartment buildings. The household income and size is $21,640 and 2.4 respectively. The average age is 33.5 years. This population is shared with six other elementary schools (Money Mailer, 1995).

Description of Surrounding Community

The targeted school district is located in the second largest city in the state. It is a large urban area, divided by a river, in the north-central part of the state. This community serves a population of 139,428 people. Of this total, 47.5 percent are male and 52.5 percent are female. Within this population, 61.1 percent are Caucasian, 15 percent African-American, 0.3 percent Native American, Eskimo, or Aleut, and 1.5 percent Asian or Pacific Islander. The remaining population consists of 4.2 percent Hispanic, and 2.1 percent other (U.S. Department of Commerce, Economics, and Statistics Administration, 1990).

The community serves 54,839 households; of this number 66.6 percent are family households; 25 percent are single-parent households; and 33.6 percent are non-family households. There are 2.47 people per household (U.S. Department of Commerce, Economics, and Statistics Administration, 1990).

The median household income is $28,828; the median family income is $34,985; and the median non-family income is $16,417. Per capita income for this community is $14,109. The number of employed people 16 years and older is 65,168. The majority (60 percent) of workers are employed in blue collar, clerical and/or other jobs. White collar positions make up the remaining 40 percent. The major employers are the school district, Sundstrand Corporation, Health Systems, Ingersoll Milling Machine Co., and ELCO Industries. There are also several small businesses and a surrounding agricultural community. The unemployment rate is 6.1 percent (U.S. Department of Commerce, Economics, and Statistics Administration, 1990).

Of the 89,742 people over the age of 25, 8.9 percent have less than a 9th grade education. The percentage of those with a 9th-12th grade education (no diploma) is 16.3. High school graduates number 32.4 percent. Those with some college (no degree) is 23.9 percent and those attaining a bachelor's degree or higher is 18.7 percent (Census of Population and Housing, 1990).

The student population for the district is 26,574. Of this population the ethnic groups are 64.7 percent Caucasian, 25.2 percent African-American, 7.1 percent Hispanic, 2.8 percent Asian, and 0.2 percent Native American. The number of low-income students is 38.5 percent, with 3.6 percent of students having limited English proficiency. District operating expenditure per pupil in 1993-94 was $6,308 as compared to the state average of $5,705. District attendance

rate is 91.5 percent with student mobility at 21.5 percent. The number of chronic truants in the district is 2,361. Pupil-teacher ratio for elementary students is 18.5 to 1 and pupil-administrative ratio is 264.7 to 1 (School Report Card, 1994-95).

There are 1,658 teachers employed in the targeted district; 26.4 percent are male and 73.6 percent are female. The ethnic background of the teaching staff is 91.3 percent Caucasian, 4.9 percent African-American, 2.4 percent Hispanic, 1.0 percent Asian, and 0.4 percent Native American. The average teaching experience for the district is 16.3 years; 63.0 percent have a master's degree or above (School Report Card, 1994-95).

There are ten community academies and nine community schools feeding into four middle schools, which then advance to four high schools. The School Board is made up of seven members elected by geographic sub-districts drawn by the court to insure equal ethnic representation. The School Board meets bi-weekly to decide educational and financial matters, as well as to implement remedies related to the court order (Mahoney's Choice, March 1996). In 1989, in an effort to reduce costs, the School Board voted to close ten schools, including nine elementary and one high school. This left only one high school on the west side of the city where most minority students resided. This resulted in a lawsuit generated by a citizens' group known as People Who Care. In 1994 the district was found guilty of intentional discrimination against African-American and Hispanic children. This was evidenced by insufficient program funding, less experienced staff, and poor building maintenance found in schools attended by these minority groups. These schools became known as community academies and receive extra funding through the court order. A master was appointed to oversee implementation of court-ordered remedies to correct past inequities (Mahoney's Choice, March 1996).

State and National Context of Problem

Students across the United States have a difficult time using acceptable social behaviors in the classroom. A large percentage of teaching time is spent redirecting students to appropriate learning behaviors which interrupts instructional time. A significant correlation was found between academic achievement and student dependability and responsibility, (Wentzel, 1989). Spivack, Swift, and Prewitts' 1971 study, (as cited in Brady, B., Tucker, C., Harris, Y., and Tribble, I., 1992) examined the behavior of 809 students in kindergarten through sixth grade and determined that underachievement was associated with high levels of inattentiveness, impatience, anxiety, disrespect, defiance, and classroom disturbance. Spivack's and Cianci's study (as cited in Committee for Children, 1992) found the following to be early indicators of high-risk social patterns:

* a tendency to become involved in poking, pushing, and other annoying social behavior
* a tendency to rush into things
* negative and defiant behavior
* self-centered verbal responsiveness to others, exemplified by interrupting others, blurting out their thoughts, and talk which is irrelevant to the ongoing conversation.

"High risk children" are characterized by excessively aggressive and impulsive behavior which is a burden to all members of their classrooms and a major cause of peer rejections (as cited in Committee for Children, 1992). Teachers encounter these behaviors on a daily basis. As a result, an increasing amount of time is spent dealing with these social interruptions that take away from academics.

Studies by Dreeben, Jackson, and Wentzel, expressed the value placed on citizenship skills, social norms, and social interaction. If the impulsive and aggressive behaviors of these children remain unchecked the toll on society will be immeasurable. The dropout rate will continue to increase as well as the potential for future job stability. Many at-risk children often display abusive patterns as adults with one in four being imprisoned for adult crimes by age 30 (Gruen, 1987). These patterns are evident in several families within our school community.

Wentzel states:

> Conduct and academic achievements is not well understood. Although behaving in socially appropriate and responsible ways is valued in its own right, these aspects of social competence are also predictors of academic performance. Behaving responsibly might make a direct and independent contribution to academic achievements, even when other factors are taken into account (Wentzel, 1993, p. 357).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

Children today are growing up in non-traditional families where parents find it difficult to remain consistent in modeling and reinforcing positive social behaviors (Johnson & Johnson, 1990, Bellanca, 1992, and Kain, Downs, & Black, 1988). This results in parents giving attention to negative behaviors without taking the opportunity to reinforce proper behaviors. In order to document the extent of inappropriate student behavior, peer mediation records, student referrals (1995-96 school year), staff surveys, and a teacher rating scale for student behavior (Sept. '96) were consulted to determine the effect of student behavior on the school environment. Student interviews (See Appendix B) were conducted regarding opinions on responsibility, cooperation, communication, and respect for others.

Table 1

Frequency of Administered Interventions 1995-96 School Year

	REFUSAL	WEAPONS	PEER MEDIATION	VERBAL DISAGREEMENTS	PHYSICAL AGGRESSION
1ST QUARTER	6	0	2	1	8
2ND QUARTER	5	0	8	19	3
3RD QUARTER	5	1	17	0	28
4TH QUARTER	0	0	9	14	6
YEARLY TOTAL	16	1	36	34	45

Of the 132 incidents reported during the 1995-96 school year, the data in Table 1 indicate 12% of the referrals dealt with refusal to follow school expectations. Thirty-four percent involved students' physical aggression towards their peer and/or staff. Upon further analysis, it is noted that 27% dealt with lack of cooperation and 26% related to verbal disagreements. The data in Table 1 and Figure 1 indicate physical aggression increased in the third quarter resulting in a rise in the number of peer mediations. The total number of referrals to the administrative level showed a rise during the first three quarters with a significant drop during the fourth quarter. Further analysis of the data indicates that refusal to follow school expectations, verbal disagreements, and physical aggression often resulted in administrative intervention. Peer mediation referrals grew as students became more informed of the process. These data suggest the need for social skills to be taught in the school setting. Students need to be taught alternative ways to resolve conflicts.

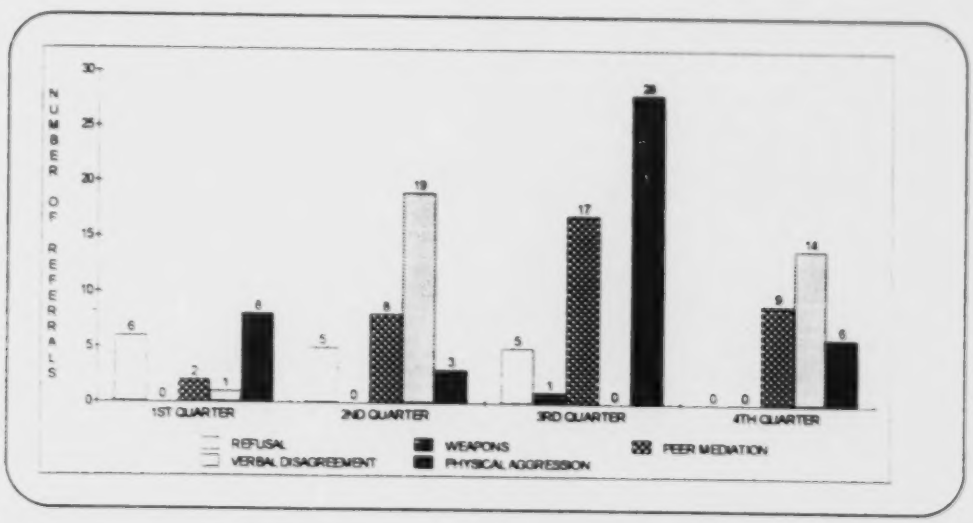

Figure 1. Frequency of out-of-classroom interventions (1995-96) at the administrative level. (Appendix D)

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Table 2

Teacher Rating Scale for Student Behavior Sept. '96

RESPECT	SELDOM	OFTEN	FREQUENTLY
1. Encourages others			
Second Grade	36%	45%	18%
Fourth Grade	79%	21%	0%
Fifth Grade	39%	43%	17%
TOTAL	52%	36%	12%
2. Uses polite speech			
Second Grade	14%	41%	45%
Fourth Grade	46%	54%	0%
Fifth Grade	17%	26%	57%
TOTAL	26%	41%	33%
3. Speaks to others respectfully			
Second Grade	18%	45%	36%
Fourth Grade	79%	21%	0%
Fifth Grade	22%	22%	57%
TOTAL	41%	29%	30%
4. Listens while others speak			
Second Grade	18%	64%	18%
Fourth Grade	54%	43%	4%
Fifth Grade	30%	39%	30%
TOTAL	35%	48%	17%
5. Respects other's space			
Second Grade	18%	45%	36%
Fourth Grade	25%	71%	4%
Fifth Grade	22%	48%	30%
TOTAL	21%	41%	23%

N=69 (22 second grade students, 24 fourth grade students, 23 fifth grade students)

The data from Table 2 and Figures 2 and 2a of the teacher observation survey on respect indicate the major problem in second grade is the lack of encouragement. Minor problems in second grade include speaking to others respectfully, listening while others speak, and respecting other's space. The problem of least concern is the use of polite speech.

Further analysis of these data shows the greatest concern in fourth grade is in the areas of encouragement and speaking respectfully. Minor areas of concern are the use of polite speech and listening while others speak. The least problematic area in fourth grade is respecting other's space.

The data for fifth grade show 60% or better of the students are exhibiting appropriate behavior. The main area of concern is encouragement of others and the least area of concern is the use of polite speech.

The data from all three grade levels show the area of greatest significance is the lack of encouragement towards others. A need to teach and allow students the opportunity to learn and practice appropriate behavior toward others is revealed by these data.

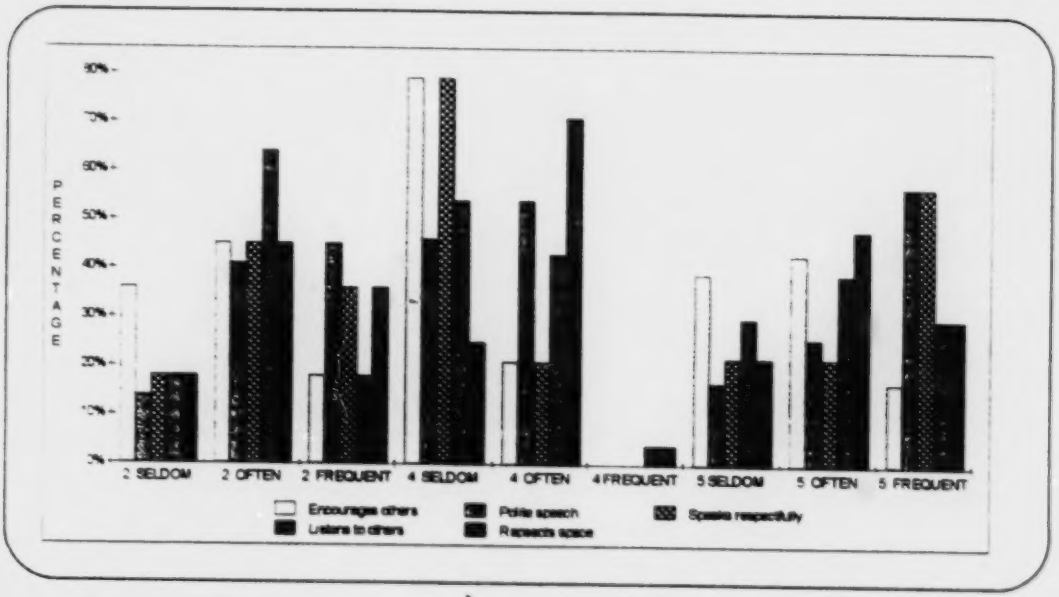

Figure 2. Categories and frequency of acts of respect as measured by teacher rating scale for individual targeted classrooms. (Appendix A)

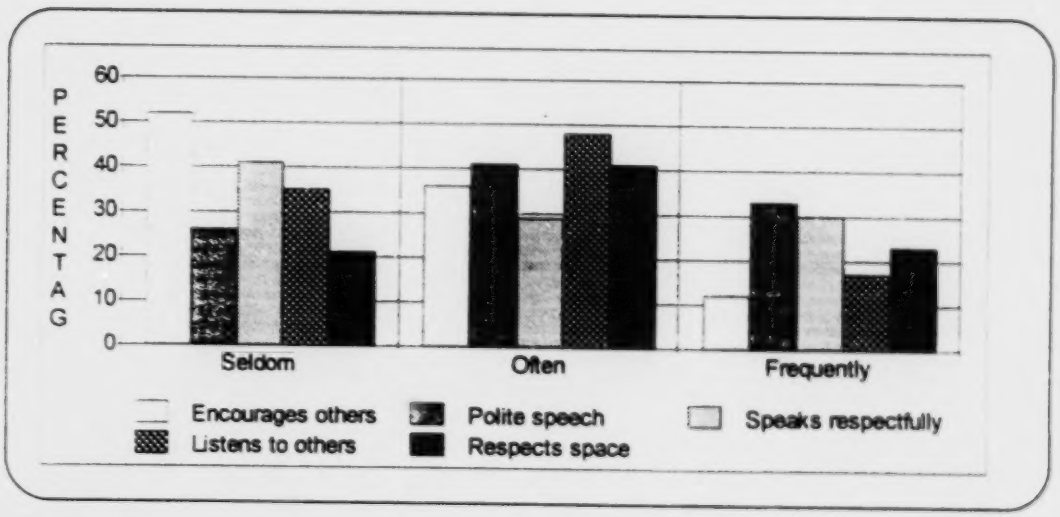

Figure 2a. Categories and frequency of acts of respect as measured by teacher rating scale for total targeted classrooms. (Appendix A)

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Table 3

Teacher Rating Scale for Student Behavior Sept. '96

RESPONSIBILITY	SELDOM	OFTEN	FREQUENTLY
1. Follows classroom rules			
Second Grade	14%	45%	41%
Fourth Grade	54%	46%	0%
Fifth Grade	22%	52%	26%
TOTAL	30%	48%	22%
2. Stays on task			
Second Grade	18%	36%	45%
Fourth Grade	46%	54%	0%
Fifth Grade	26%	52%	28%
TOTAL	30%	48%	22%
3. Accepts responsibility for own behavior			
Second Grade	14%	45%	41%
Fourth Grade	46%	54%	0%
Fifth Grade	35%	30%	35%
TOTAL	32%	43%	25%
4. Comes to class prepared			
Second Grade	18%	36%	45%
Fourth Grade	8%	92%	0%
Fifth Grade	26%	43%	30%
TOTAL	17%	58%	25%
5. Accepts constructive criticism			
Second Grade	36%	18%	45%
Fourth Grade	46%	54%	0%
Fifth Grade	35%	26%	39%
TOTAL	39%	33%	28%

N=69 (22 second grade students, 24 fourth grade students, 23 fifth grade students)

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The results of the teacher rating scale for responsibility, as shown in Table 3 and Figures 3 and 3a, indicate that 60% or better of second graders assume responsibility in all areas. The area of concern for second grade is accepting constructive criticism.

The major concern for fourth grade lies in the areas of following classroom rules, staying on task, accepting responsibility for behavior, and accepting constructive criticism. The area of least concern in fourth grade is coming to class prepared.

The fifth grade data show the major areas of concern are accepting responsibility for behavior and accepting constructive criticism. The data show approximately one fourth of the class experiencing minor difficulties in the areas of following classroom rules, staying on task, and coming to class prepared.

Accepting criticism is one of the problem areas at all grade levels; while accepting responsibility for behavior is problematic at the fourth and fifth grade levels.

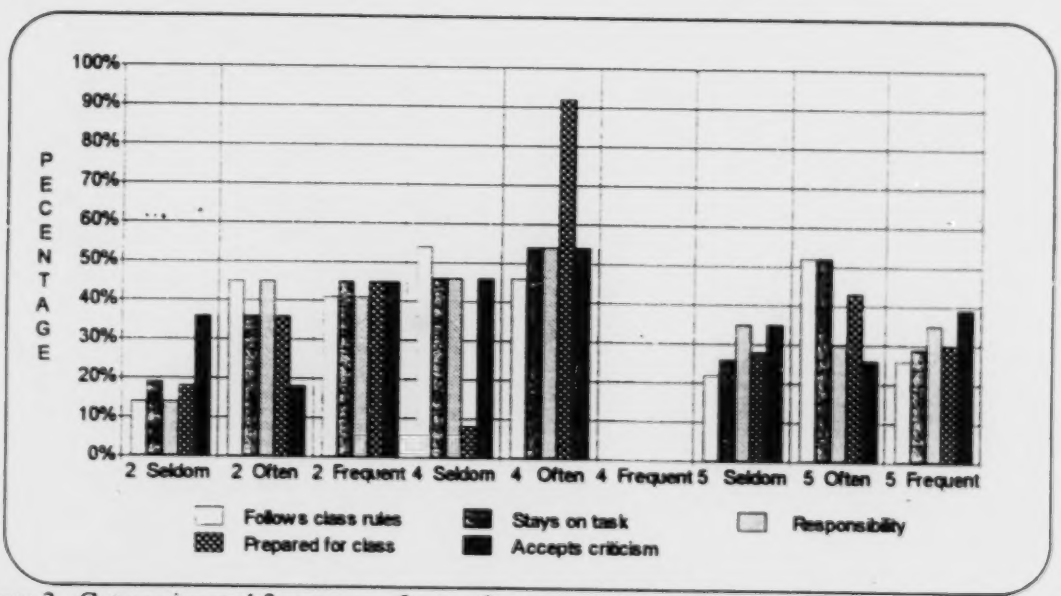

Figure 3. Categories and frequency of acts of responsibility as measured by teacher rating scale for individual targeted classrooms. (Appendix A)

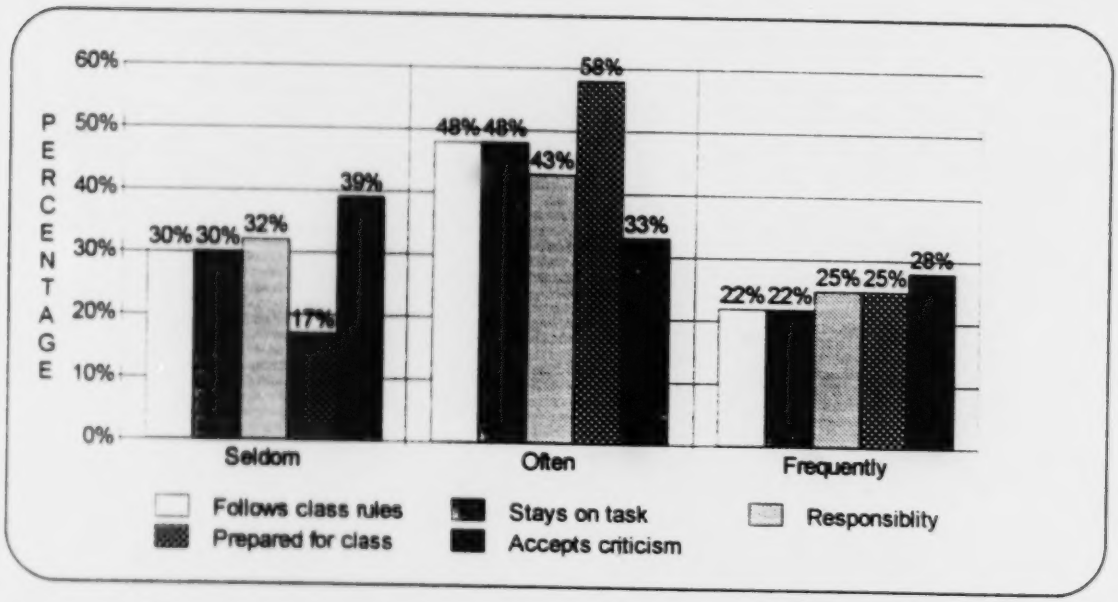

Figure 3a. Categories and frequency of acts of responsibility as measured by teacher rating scale for total targeted classrooms. (Appendix A)

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Table 4

Teacher Rating Scale for Student Behavior Sept. '96

COOPERATION	SELDOM	OFTEN	FREQUENTLY
1. Active team participant			
Second Grade	23%	27%	50%
Fourth Grade	33%	63%	4%
Fifth Grade	26%	17%	57%
TOTAL	28%	36%	36%
2. Regularly compliments other			
Second Grade	27%	55%	18%
Fourth Grade	100%	0%	0%
Fifth Grade	35%	57%	9%
TOTAL	55%	36%	9%
3. Takes turns			
Second Grade	14%	50%	36%
Fourth Grade	38%	63%	0%
Fifth Grade	26%	22%	52%
TOTAL	26%	45%	29%
4. Performs their role			
Second Grade	23%	18%	59%
Fourth Grade	33%	63%	4%
Fifth Grade	29%	22%	52%
TOTAL	28%	35%	38%
5. Uses appropriate voice level			
Second Grade	14%	50%	36%
Fourth Grade	46%	50%	4%
Fifth Grade	22%	30%	48%
TOTAL	28%	43%	29%

N=69 (22 second grade students, 24 fourth grade students, 23 fifth grade students)

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It is suggested by the data on cooperation, in Table 4 and Figures 4 and 4a, that students in second grade show minor difficulties cooperating. Approximately 75% showing cooperation in team participation, regularly complimenting others, taking turns, performing their role, and using appropriate voice levels.

An analysis of the data indicates that 100% of fourth graders seldom compliment others, therefore, making this an area of extreme concern. The remaining four areas are of less significance.

Results of the data show the major area of concern in the fifth grade is complimenting others. In the areas of participation, taking turns, performing roles, and using appropriate voice levels, over 70% demonstrate cooperation.

As suggested by these data, students have difficulty complimenting others. This leads to the conclusion that students need opportunities to interact in a cooperative setting.

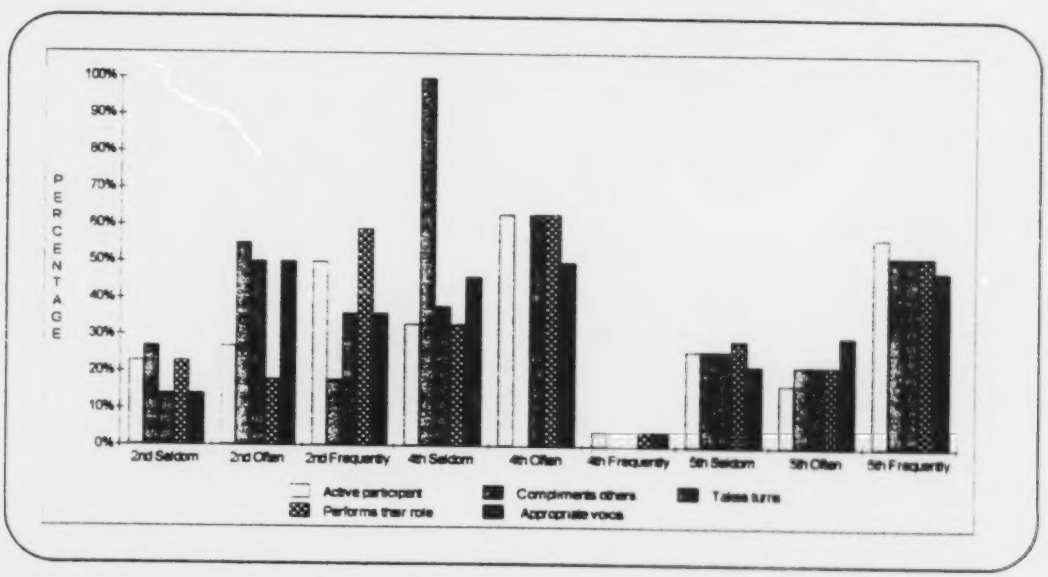

Figure 4. Categories and frequency of acts of cooperation as measured by teacher rating scale for individual targeted classrooms. (Appendix A)

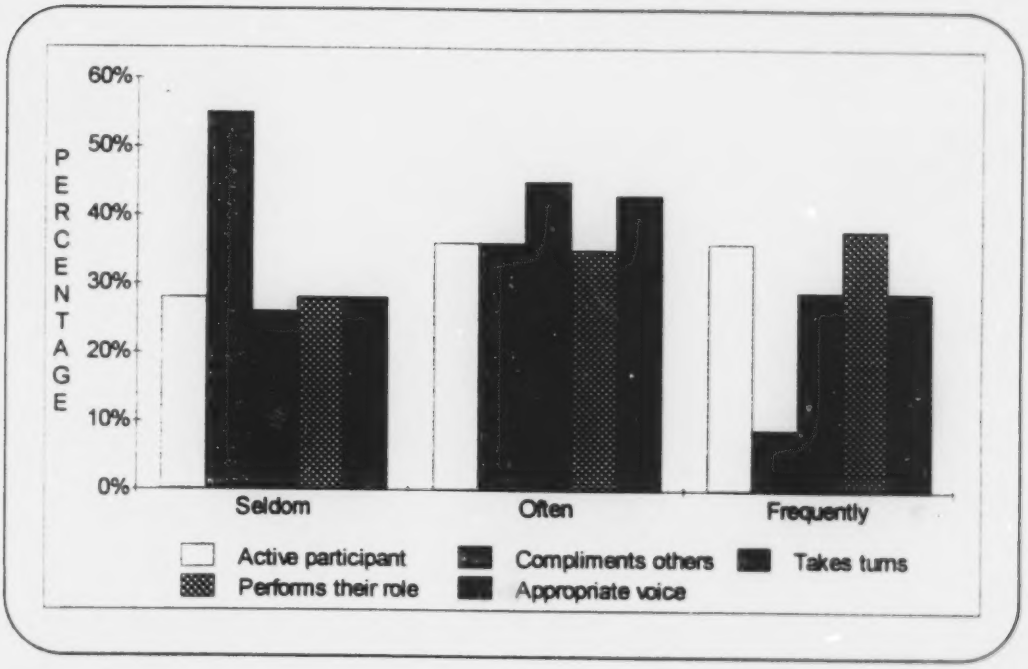

Figure 4a. Categories and frequency of acts of cooperation as measured by teacher rating scale for total targeted classrooms. (Appendix A)

Each student was interviewed individually by his/her homeroom teacher to give their reaction to four situations. (Appendix B) Each student was ask to give one response. Some children did not give a response to all situations.

Table 5
Student Interview Results Sept. '96

1. Pretend a team is working on a project. One member decides not to do their job. The team member who is not participating plays around and goofs off.

HOW DO THE OTHER TEAM MEMBERS FEEL?	2ND	4TH	5TH	TOTAL
Sad/Bad	19	11	4	34
Mad	3	10	14	27
They need to help them.	0	3	0	3
Unfair	0	0	1	1
They need to continue to work	0	0	1	1
Lack appreciation of teamwork	0	0	2	2
WHAT COULD THEY DO ABOUT THIS?				
Tell the teacher	7	4	12	28
Time them out	1	0	0	1
Ask them to be good	2	0	0	2
Ask them to stop	2	0	0	2
Ask them to work on the project	6	16	9	31
Work it out	1	0	0	1
No answer	1	1	0	2
Ignore it	0	0	1	1
Put the person in another team	0	1	0	1
Work without them	0	1	0	1
Ask them to say sorry	0	1	0	1
DO YOU THINK THIS IS RIGHT OR WRONG?				
Wrong	19	16	22	57
Right	2	8	0	10
No answer	1	0	0	1

N=68 (22 second grade students, 24 fourth grade students, 22 fifth grade students)

Analysis of the student interview from Table 5 shows that most students were able to articulate their feelings. Anger was expressed by 90% of the students. Forty-six percent of the students chose to speak directly to the offending students; while forty-one percent opted to tell the teacher. When asked if it was wrong to not participate in team activities 80% of the students responded, "yes".

2. Every student is working quietly on math. The teacher is moving about the room helping individual students. Just as the teacher reaches your friend's desk and is getting ready to help them, two students in the back of the room get into a fight. The teacher leaves your friend's desk to deal with the students who are fighting. Your friend doesn't get any help from the teacher during math.

How do you think your friend feels?	2ND	4TH	5TH	TOTAL
Mad	16	17	10	43
Bad	5	0	3	8
Worried	1	0	0	1
Shocked	0	1	0	1
OK	0	1	0	1
Sad	0	4	5	9
Like he needs help/left out	0	1	2	3
Disappointed	0	0	1	1
No different	0	0	1	1
What might the students who were fighting have done to solve their problem?				
Use "I care language"	1	0	0	1
Ask someone for help	1	2	4	7
Make an adjustment	1	0	0	1
Say sorry	11	8	0	19
Walk away/move apart	3	1	2	6
Stop fighting	3	0	0	3
Be friends	2	0	0	2
Talk it out	0	12	15	27
No answer	0	1	0	1
Peer Mediation	0	0	1	1
Why do you think the teacher went to the students fighting, instead of continuing to help the students who were working appropriately?				
So people won't fight	1	0	0	1
The teacher doesn't like them to fight	3	0	0	3
Because they were fighting	3	0	0	3
She felt sad	2	0	0	2
To help solve the problem	3	0	0	3
They might get hurt	8	17	17	42
No answer	1	0	0	1
To take them to the office	1	0	0	1
To stop the fight	0	5	4	9
They were interrupting learning	0	1	0	1
To calm the fighters down	0	1	0	1
So they wouldn't get suspended	0	0	1	1

N=68(22 second grade students, 24 fourth grade students, 22 fifth grade students)

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Analysis of the second scenario revealed 91% of the students demonstrated empathy when their teacher could not help a friend due to a fight involving other students. The interviews indicate that the two most common solutions to fighting were talking it out, as expressed by 40%; with 26% suggesting an apology. Eighty-eight percent of students voiced concern for safety by responding that students involved may get hurt.

3. One of your classmates has forgotten their homework. They are unable to participate in the team project without it.

What is the problem?	2ND	4TH	5TH	TOTAL
They don't have their homework	7	19	19	45
Can't participate	3	0	2	5
Get in trouble	1	0	0	1
They don't know how to do it	1	0	0	1
No answer	7	3	0	10
The team is mad	0	2	0	2
They were busy	0	0	1	1
Whose problem is this?				
Mom's	1	0	0	1
The team's	1	0	1	2
The teacher's	2	0	1	3
The child's	16	20	20	56
No answer	2	3	0	5
No one's fault	0	1	0	1
How could it be solved?				
Team remind them	0	0	3	3
Team could wait until he is done	0	0	1	1
Go home and get it	0	1	1	2
Re-do it	0	8	7	15
Teacher remind him	0	0	1	1
Send a note to parents	0	0	1	1
Team members could share with him	1	1	1	3
Complete homework	14	8	7	29
Get an assignment book	0	1	0	1
No answer	4	0	3	7
Do not participate	1	1	0	2
Ask for help	1	0	0	1
Talk about it and work it out	1	0	0	1

N=68 (22 second grade students, 24 fourth grade students, 22 fifth grade students)

Most students (74%) were able to recognize the problem of forgotten homework; while 15% had no response. Eighty-two percent of the students admitted that forgotten homework was the responsibility of each child. Ten percent placed responsibility on another and seven percent gave no response. The students' solutions to forgotten homework ranged from 43% suggesting that in the future homework be completed on time; 22% proposing that they be given an opportunity to re-do it; and 10% offering no solution.

4. One classmate is having a hard time understanding their reading assignment.

What should team members do?	2ND	4TH	5TH	TOTAL
Raise their hand	1	0	0	1
Help them	20	23	16	59
No answer	1	0	0	1
Explain the assignment	0	1	5	6
Ask their partner	0	0	1	1
What would team members say to this person?				
Encouraging comments	3	11	13	27
Offers of help	18	10	9	37
No answer	1	3	0	4

N=68 (22 second grade students, 24 fourth grade students, 22 fifth grade students)

Students expressed a willingness to help others with 97% offering assistance. When asked what they would say to a student who was experiencing difficulty, 54% responded with an offer to help and 40% replied with encouraging words.

Looking at the differences of the responses among the second, fourth, and fifth graders, one can conclude that students know how to give appropriate verbal responses. It also shows that as they become more mature, as indicated by the fourth and fifth grade responses, their answers are less varied. A comparison between the teacher-rating scales, as shown in Tables 2

through 4, and the results of the student interviews in Table 5, suggest that, although students can verbally respond appropriately, they have difficulty transferring this knowledge to everyday behavior.

Table 6

School-wide staff survey Sept. '96

	ALWAYS	FREQUENTLY	RARELY	NO OPINION
RESPECT				
1. Encourage others	0%	24%	76%	0%
2. Use polite speech	0%	35%	59%	6%
3. Speak to others respectfully	0%	29%	65%	6%
4. Listen while others speak	0%	41%	59%	0%
5. Respect other's space	0%	29%	71%	0%
RESPONSIBILITY				
1. Follow classroom rules	0%	59%	41%	0%
2. Stay on task	0%	65%	12%	6%
3. Accept responsibility for own behavior	0%	41%	59%	0%
4. Comes to class prepared	0%	59%	41%	0%
5. Accept constructive criticism	0%	24%	75%	0%
COOPERATION				
1. Actively participates with team	0%	71%	12%	0%
2. Regularly compliment others	0%	12%	88%	0%
3. Take turns	0%	35%	65%	0%
4. Complete their job	0%	65%	29%	6%
5. Use appropriate voice level	0%	41%	59%	0%

N=17 staff members

The staff survey indicates there is a need to develop social skills in our students. The data, as shown in Table 6, and Figures 6, 6a, and 6b, indicate that overall, the most prevalent concern is in the area of respect with encouraging others and respecting others space exceeding 70%.

The next area of concern is cooperation with complimenting others and taking turns being the most problematic; however, the students show strength by participating with their team as well as completing their job.

Staff reported that responsibility was of least concern with the exception of accepting constructive criticism and accepting responsibility for behavior. The majority of the time, 65% of the students stay on task, while 59% follow classroom rules and come to class prepared.

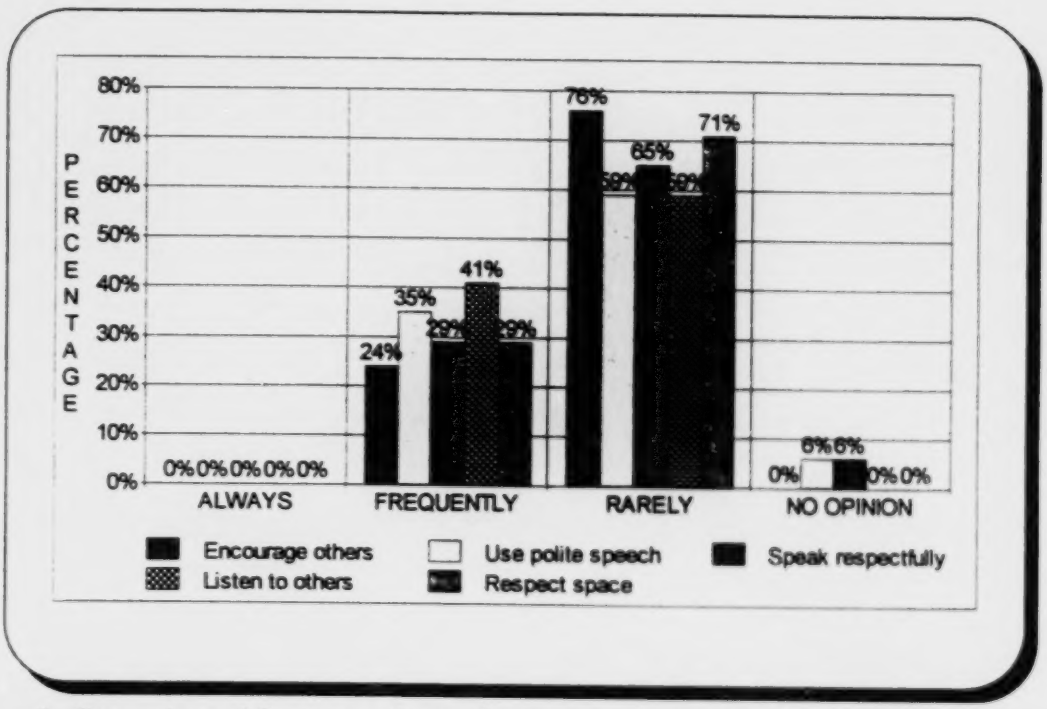

Figure 6. Categories and frequency of acts of respect as measured by school-wide staff survey. (Appendix E)

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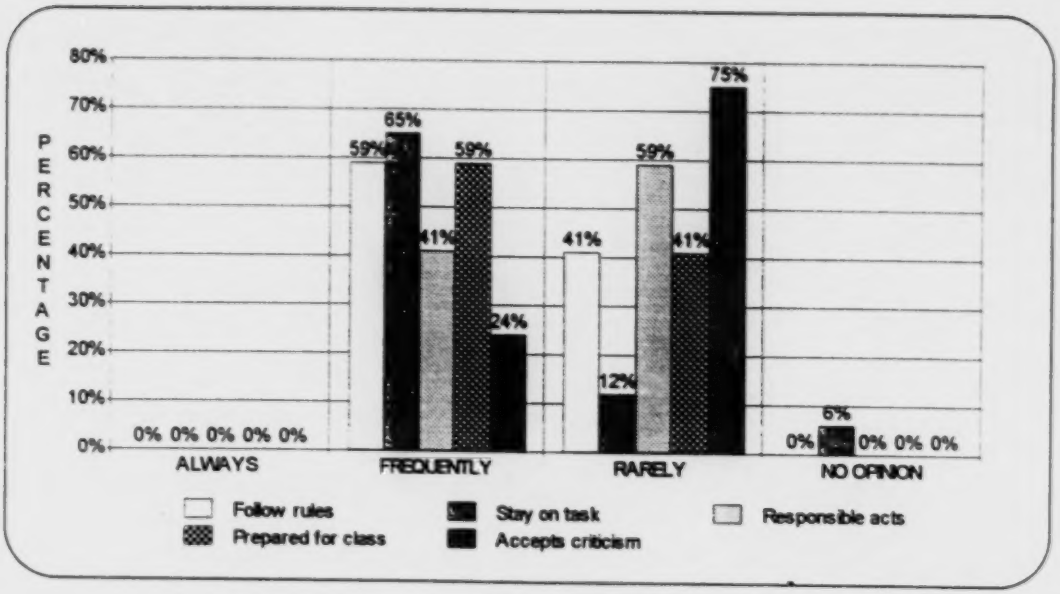

Figure 6a. Categories and frequency of acts of responsibility as measured by school-wide staff survey. (Appendix E)

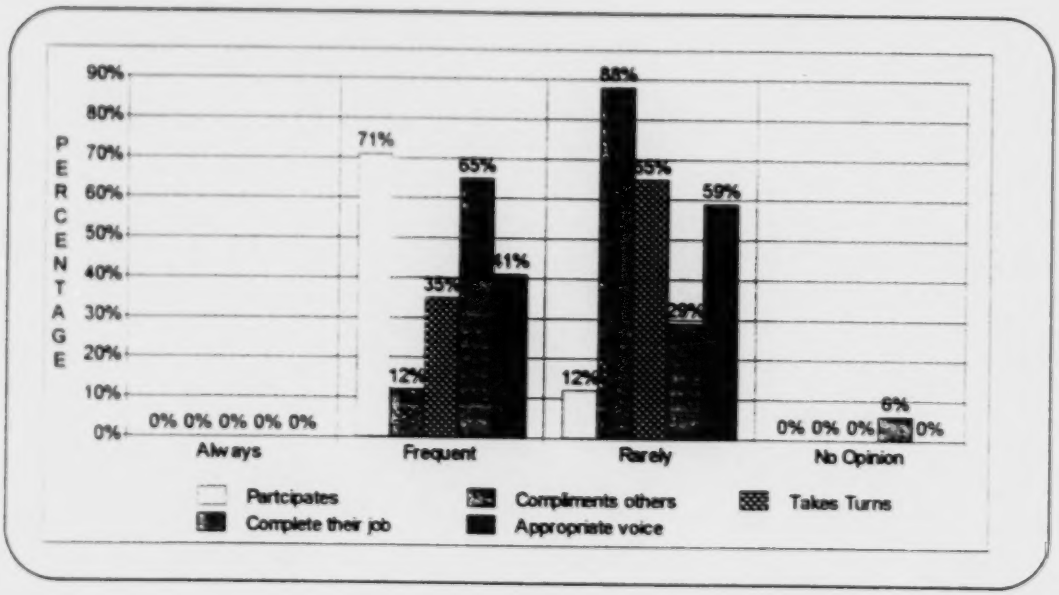

Figure 6b. Categories and frequency of acts of cooperation as measured by school-wide staff survey. (Appendix E)

Probable Cause

The literature supports several underlying causes for students behaving inappropriately. Among the possible causes are the changing family structure, empathy and cultural differences, and the influence of the media.

Bellanca (1992) found that the ever-changing family structure impacts social skills:

> Sociologists have documented the increasing number of children who come from single-parent, dual working-parent, and no-parent homes. We can now add the homeless child as well. They tell us that in today's world, these family structures are the norm, not the rare exception.

The lack of time that parents have to model positive values, communicate expected behaviors, and encourage social skills, means students come to school without the most basic of social skills. According to Comer (as cited in Bellanca, 1992) different family structures have been shown to affect student achievement and behavior in school. Children who do not feel they belong and do not feel valued at school or at home, usually do not participate in school activities involving their peers; therefore, they do not have the opportunity to develop or demonstrate social skills.

Cultural understanding and empathy for others influence student behavior. We have found this to be true in our targeted school district's desegregation lawsuit which has brought negative attitudes and prejudices to the community and school (Mahoney's Choice, 1996). "Students who won't or can't see things from another's point of view are likely to engage in behaviors that hurt" (Kreidler, 1995, p. 26). The school community must be prepared for the attitudes and

prejudices that students bring to school from cultural and family backgrounds, peers, and role models. Hensel (1991) states that students are living in a world with a constant threat of international conflict. In our own communities and schools, children witness high levels of racism and interpersonal conflict. This makes it difficult for educators to help children develop empathy for others and prosocial behaviors.

According to Bowman (1994), cultural backgrounds influence social behavior in school:

> "At-risk " is the term applied to children whose personal or family characteristics are associated with school difficulties, and socioeconomic markers are robust correlates of school performance. In some instances, the assaults on a child's physical, social, intellectual, and emotional development that are the inevitable consequences of poverty result in developmental injury. Most poor and minority children, however, are not at risk for developmental failure; they are able to exercise the full range of human talents and abilities as they interact with their environments. The risk for these children lies in the dissonance between the schools and the economically and culturally diverse students, families, and communities they serve. There is a mismatch between what these children know and can do and what is expected of them by schools that are organized to accommodate and reinforce white, middle-class values, beliefs, and behavior. The social world of the school operates by different rules from the ones these children and their families know and use. (p. 219)

According to Kubey & Czikszentmihalyin (cited in Bellanca, 1992), the change in family structure accounts for only a small portion of the rationale for teaching social skills in the classroom. However, when combined with the enormous amount of hours young people sit in

front of the television, along with the decrease of adult supervision, support, and direction, it is apparent that the electronic babysitter is creating a negative influence on young minds. Television, and its modeling of anti-social and anti-caring behaviors is filling a void in the character formation of today's youth.

A summary of probable causes collected from the targeted school and from the literature showed the following:

* the changing family structure
* cultural diversity
* the influence of media
* children having difficulty dealing with conflict.

Bringing diverse populations together and expecting them to interact socially is difficult. Children are not being taught social expectations in the family and are coming to school without a foundation of appropriate behavior. These causes point to the necessity of social skills to be taught in the school.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Analysis of the literature on disruptive behavior suggests that a successful solution is multi-faceted. Teaching strategies should incorporate many of the same instructional interventions that are used to teach academic skills (Carter & Sugai, 1988 and 1989). Jones found:

> A teacher who uses direct, encouraging praise will promote good social response. Encouraging praise places the value on the effort, not the quality. Encouraging praise also emphasizes the feelings of the student, not the person giving the praise (Jones, 1994, p. 18).

Cooperative learning is an instructional strategy that allows children to interact and learn from one another. Johnson and Johnson (1990) established the following five instructional components:

1. Positive interdependence is based on the students' need to complete the group's task. This can be accomplished by mutual goals, joint rewards, shared materials and information, and assigned roles.
2. Face-to-face interactions allow exchanges among the team members. This would include summarizing, giving and receiving verbal explanations, as well as relating prior knowledge to what is presently being taught.

3. Individual accountability is a crucial element of cooperative learning. A group is not successful until every member has learned the material or has helped with the assignment.
4. Interpersonal skills are challenging and require direct-teaching so that students will have an opportunity to practice the skills necessary for survival in class and in life.
5. Group processing allows the students to analyze how well their group worked during the session both academically and socially.

Cooperative learning can be used in all grade levels and subject areas. It requires careful monitoring, planning, and organizing to be implemented successfully. By working in pairs or small groups of 3 to 5, students can share and build on each other's ideas and strengths. Academic learning processes are increased and allow students to test ideas within a heterogeneous group (Carroll & Seaton, 1992, Johnson & Johnson, 1990). Cooperative learning produces higher academic achievement, more effective problem-solving, increased use of higher-level thinking skills, more positive attitudes toward subject matter, and greater motivation to learn (Clarke et al., 1990). The cooperative learning approach fosters self-worth, as well as an acceptance of peers, as students learn values such as respect, caring for others, responsibility, helpfulness, and empathy. Cooperative learning enhances the opportunity for children to practice their social skills within a small, non-threatening group (Anderson, Nelson, Fox, & Gruber, 1988).

When students are not able to work effectively with others, they will leave school unprepared for the working world. It should never be assumed that children who have not been taught appropriate interaction skills will learn these simply because they are expected to. For effective

group functioning and cooperative interaction with others, students must be taught social skills on which they can build constructive peer relationships. Evidence, accumulated over twenty years of research and practice, shows that students learning cooperatively achieve more academically, and demonstrate social behavior at higher levels than students studying competitively or individually.

The most common interaction in any society is cooperation. Without it, humans would cease to exist. Johnson and Johnson (1987) stress three types of goal structures: cooperative, competitive, and individualistic. The way in which students interact with each other and how the teacher achieves an instructional objective is based on these goal structures. Students need to learn which behaviors are expected in each situation. According to Goldstein et al. (as cited in Andersen et al, 1988) we need to assess behavior skills, teach the skills, and teach transference of the learned behavioral skills. While all of this takes time and practice, proponents describe immediate payoffs in classroom climate, as well as playground behavior, as students become more comfortable with their ability to handle disagreements. Although cooperative learning is not appropriate for everyone or at all times, evidence does indicate that students would benefit both socially and academically if this approach became a part of every teacher's repertoire.

Barton (1986) and Kreidler (1995) found that a multi-component curricula and activities are more successful in helping to nurture a sense of empathy and cultural understanding. Elias and Branden-Muller (1994) found that routines, instruction, and curriculum topics must reflect diversity to allow children to understand others when resolving conflicts. Conflict is a fact of life. It has both positive and negative societal effects. The process of conflict resolution allows

society and individuals to progress (Kriedler, 1994). Conflict resolution should not be seen as one person winning and one person losing, but as a win-win situation where involved parties feel positive about the resolution. Three effective models of resolving conflicts are the peaceable classroom, peer mediation, and the Second Step curriculum.

The peaceable classroom model is an approach that looks at the classroom as a caring and respectful community emphasizing cooperation, communication, emotional expression, appreciation for diversity, and conflict resolution. This approach is a crucial part of creating the conflict resolution program (Kreidler, 1994).

Research has shown that in order for children to resolve conflicts and take responsibility for their own behavior they must have "peacemaking" behaviors modeled and positive choices reinforced to allow them independence to solve their conflicts (Drew, 1995). According to Drew (1995), the rationale for peer mediation is:

> Peer mediation empowers kids to help one another. When we combine skills for resolving conflicts with a method that allows children to help one another when they are "stuck," we're giving kids the gift of autonomy. (p.23)

Second Step is a curriculum designed to reduce impulsive and aggressive behavior as well as raise the level of social competence in school-age children. It accomplishes this by teaching skills in empathy, impulse control, and anger management. Second Step targets skill deficits which put children at risk socially and emotionally. This program can be easily integrated into the curriculum using teaching strategies such as role playing, practice, feedback, and problem-solving activities which help children focus on the viewpoints of others (Hensel, 1991).

The strategies utilized in these programs will help instill in children the skills necessary to resolve conflicts in a positive manner through understanding, flexibility, and negotiation. This will enable them to develop appropriate behaviors for necessary life skills to interact successfully with others (Kain, Downs, & Black, 1988). It is important for students to practice the social skills learned within the school classroom outside the school environment. Warger & Rutherford, Jr. (1993), and Keefe, (1988), suggest that parents be informed of the social skills being taught with an invitation to provide support and additional practice at home.

Project Objective and Solution Components

As a result of the implementation of a social skills curriculum, during the period of September 1996 to January 1997, the second, fourth, and fifth grade students from the targeted classes will increase their abilities to cooperate and resolve conflicts with others, as measured by student discipline referrals, peer mediation records, teacher observations, teacher journals to note behavior patterns, and staff survey.

In order to implement the objective stated, the following components will be included:

1. Design curriculum and associated materials/activities to foster social skills.
2. Incorporate cooperative learning strategies in the targeted classrooms.
3. Design activities to help nurture a sense of empathy.

Action Plan for the Intervention

I. Timeline

A. Integrate selected social skill within content areas throughout the week

B. Reinforce daily

C. Use cooperative learning strategies daily

* Who: Targeted classroom teachers and children
* When: September 1996 to January 1997

* What: Establish cooperative learning strategies within the classroom
* How: Through the use of T-charts (Appendices G, H, I, J, and K), modeling, role playing, practice, rehearsal, positive reinforcement, prompting, coaching, and student processing
* Why: To establish a peaceable and caring school climate
* Where: Within the targeted classrooms and the school environment of the targeted children

II. Implementation of Cooperative Learning

A. Groups (Appendix X)

* Who: Targeted classroom teachers

1. Heterogeneous (i.e., gender, ability, ethnicity, personality)
2. Size: 2-4
3. Base and task groups
4. Use of cooperative learning strategies daily (Appendix W)

B. Social Skills

* Who: Targeted students and classroom teachers

1. Respect (Appendices Z and AA)
   a. Encourages others (Appendix I)
   b. Uses polite speech
   c. Speaks to others respectfully
   d. Listens while others speak (Appendix G)
   e. Respects other's space (Appendix Q)

2. Responsibility (Appendices Z and AA)

* Who: Targeted students

a. Follows classroom rules

b. Stays on task

c. Accepts responsibility for own behavior

d. Comes to class prepared

e. Accepts constructive criticism

3. Cooperation (Appendix V)

* Who: Targeted classroom students

a. Actively participates with team members

b. Compliments others regularly

c. Takes turns

d. Does their job

e. Uses appropriate voice level

C. Communication

* Who: Targeted classroom teachers and students

1. Listens actively (Appendix G)

2. Makes eye contact

3. Takes turns (Appendix H)

4. Uses encouraging words (Appendix I)

5. Uses appropriate voice level (Appendix J)

6. Disagrees with idea not the person (Appendix K)

7. Encourages others to participate (Appendix I)

8. Understands and uses appropriate body language and voice tone (Appendix J)

D. Team Building (Appendix Y)

* Who: Targeted classroom students and teachers

1. Creates team name to establish unity (Appendix Y)

2. Implements activities to build interdependence

E. Team Consensus

* Who: Targeted classroom teachers and students

1. Communicates thoughts and ideas freely with all team members

2. Respects the ideas of others (Appendix K)

3. Agrees on final decision

III. Assessment

A. Analysis of instruction noting student understanding and student transfer

B. Teacher observation (Appendix A)

C. Teacher journaling

D. Student interviews (Appendix B and C)

E. Discipline referrals (Appendix L)

F. Family support referrals

G. Peer mediation sessions (Appendix M, N, and P)

H. Staff survey (Appendix E)

* Who: Research team and school staff

Methods of Assessment

In order to assess the effects of the intervention, teacher journals will be kept throughout the intervention to note behavior patterns. Following this intervention a building-wide staff survey will be used to assess behavior changes. In addition, discipline referrals, peer mediation records, individual student interviews, and teacher observations of the targeted classes will be used as an assessment of students' abilities to cooperate and resolve conflicts.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The purpose of this project was to increase the abilities of the targeted second, fourth, and fifth grade students to cooperate and resolve conflicts with others. Cooperative learning and Second Step, A Violence-Prevention Curriculum were the methods of intervention chosen to effect the desired changes.

Cooperative learning was the dominant instructional strategy to deliver curricula content, as well as the means to directly teach and practice social skills. Heterogeneous learning teams of four to five students were established the first week of each quarter by the teachers of the targeted classrooms. (Appendix X) These base groups remained together for the entire quarter. In order to establish a climate of trust, team building activities were done. Each team created a poster displaying their team name (Appendix Y) and team cooperation points were posted. (Appendix V) Cooperative learning standards (Appendix W) were established and reinforced in all targeted classrooms. T-chart samples of the individual social skills presented can be found in Appendix G. Initially, one social skill was to be introduced each week. Two weeks into the intervention, it was determined by the teacher/researchers that students' understanding and use

of the social skills were evident within their teams. Therefore, it was decided to introduce two skills per week. The social skills chosen were in the areas of respect, responsibility, cooperation, and communication, as well as team building and team consensus.

In order to facilitate transfer of these social skills, Second Step, A Violence-Prevention Curriculum was also implemented. This involved a weekly role-playing situation revolving around specific social concerns, such as encouragement, empathy, and respect for others, as well as active listening and acceptance of differing opinions. Sample lesson plans for Second Step may be found in Appendices R, S, T, and U. To help nurture a sense of empathy, positive classroom environments were established by creating a "Student Pledge" and introducing the "Summerdale Rights and Responsibilities" that had been developed for the building. (Appendices Z and AA) Upon noting the children's enthusiasm and social growth, teacher/researchers determined it would be beneficial to do Second Step twice a week. This change, along with introducing two weekly social skills, continued for the duration of the first semester.

Presentation and Analysis of Results

In order to assess the effects of cooperative learning and Second Step, A Violence-Prevention Curriculum, a pre and post comparison using a teacher rating scale, a school-wide staff survey, student interviews, and administrative interventions such as discipline referrals and peer mediation records, were collected. The data for the teacher rating scales and the student interviews were recorded to reflect responses both by individual grade levels as well as a combined total of all three grade levels. These data are presented in the following charts and tables.

Table 7

Frequency of Administered Interventions; Pre-intervention 95-96 and Post-intervention 96-97

	REFUSAL		WEAPONS		PEER MEDIATION		VERBAL DISAGREEMENTS		PHYSICAL AGGRESSION		INAPPROPRIATE SEXUAL BEHAVIOR	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1ST QUARTER	6	2	0	0	2	24	1	6	8	16	0	3
2ND QUARTER	5	18	0	0	8	49	19	14	3	33	0	1
3RD QUARTER	5	-	1	-	17	-	0	-	28	-	0	-
4TH QUARTER	0	-	0	-	9	-	14	-	6	-	0	-
TOTAL	16	20	1	0	36	73	34	20	45	49	0	4

School-wide, the interventions appeared to have little effect. However, children from the targeted classrooms represented only 9% of these incidents. It is necessary to note that a comparison is being made of the entire previous school year with only the first semester of the current year. The teacher/researchers found an increase in referrals during the current school year. Factors contributing to this increase could be attributed to a new building administrator, a new district discipline policy, new staff members, and/or factors relating to the desegregation lawsuit. Data from Table 7 indicate that the percentage of referrals dealing with refusal remained consistent at 12% and verbal disagreements decreased 14%. The percentage of incidents of students' physical aggression towards their peers and/or staff decreased by 4%. It should be recognized that students' use of peer mediation increased by 17% during the targeted semester. In both years, the data in Table 7 and Figure 7 indicate that physical aggressions appear to increase as the school year progresses. As evidenced by the data in Figure 7, it appears that students are choosing peer mediation as a solution to conflicts. The data also show that school-wide, students still have a continuing need for social skill development to help them

prevent and resolve conflicts.

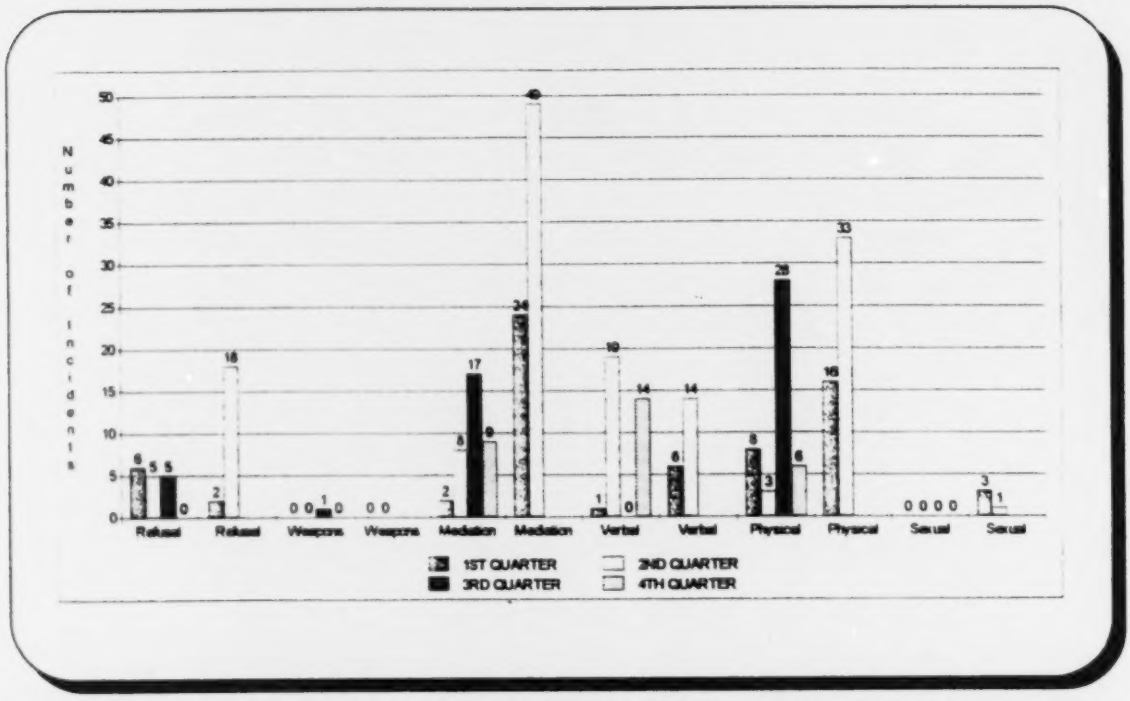

Figure 7. Frequency of school wide out-of-classroom discipline incidents (pre-intervention and post-intervention) at the administrative level. (Appendix D)

Teacher/researchers used a teacher rating scale to record observed student behavior in the areas of respect, responsibility, and cooperation. (Appendix A) Each teacher observed daily and tallied weekly the desired behavior as demonstrated by the students. The results were then summarized on the post teacher rating scale, which can be found in Appendix A, for the targeted groups. The teacher/researchers' goal was to see the students practice these behaviors with only the frequently observed behaviors being recorded for pre-intervention and post-intervention in Tables 8 through 10 and Figures 8 to 10c.

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Table 8

Teacher Rating Scale for Student Behavior

RESPECT	PRE-INTERVENTION	POST-INTERVENTION
	FREQUENTLY	FREQUENTLY
1. Encourages others		
Second Grade	18%	75%
Fourth Grade	0%	50%
Fifth Grade	17%	57%
TOTAL	12%	61%
2. Uses polite speech		
Second Grade	45%	95%
Fourth Grade	0%	71%
Fifth Grade	57%	70%
TOTAL	33%	79%
3. Speaks to others respectfully		
Second Grade	36%	90%
Fourth Grade	0%	75%
Fifth Grade	57%	61%
TOTAL	30%	75%
4. Listens while others speak		
Second Grade	18%	85%
Fourth Grade	4%	88%
Fifth Grade	30%	43%
TOTAL	17%	72%
5. Respects other's space		
Second Grade	36%	90%
Fourth Grade	4%	96%
Fifth Grade	30%	52%
TOTAL	23%	79%

N=66 (20 second grade students, 23 fourth grade students, 23 fifth grade students)

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Analysis of second grade shows an increase in all areas of respect. The major problem at the beginning of the intervention as shown in Table 8 and Figure 8, was the students' lack of encouragement. The post data show an increase in the percentage of students using the skill at 57%. The most significant amount of growth was in the area of listening to others with an increase in the percentage of students using the skill at 67%. Growth in the remaining three areas exceeded 50%.

Looking at fourth grade data, it is noted that all areas of respect demanded attention. Analysis of the data shows that the three areas of greatest concern showed progress. One half of the students showed growth in the area of encouragement. Approximately three quarters of the students showed improved skills in speaking respectfully and using polite speech as displayed in Figure 8. Growth was also shown in listening to others with 84% of the students showing improvement, as well as, more than 90% of students showing improvement in respecting other's space.

The greatest pre-intervention concern for fifth grade was encouragement. Following the intervention, the frequency of students exhibiting this behavior improved by 40%. The percentage of students demonstrating improvement in using polite speech and listening while others speak increased by 13%. Speaking respectfully showed improvement by 4% of the students representing 61% of the 5th grade students on the post intervention.

The data of the total targeted classrooms reveal the primary area of greatest concern, encouraging others, proved to be the area of greatest growth with an overall gain of 49% of the students demonstrating the skill. The remaining four areas of respect showed approximately one half of the students exhibited an increase in the use of those skills as shown in Table 8 and

Figures 8 and 8a.

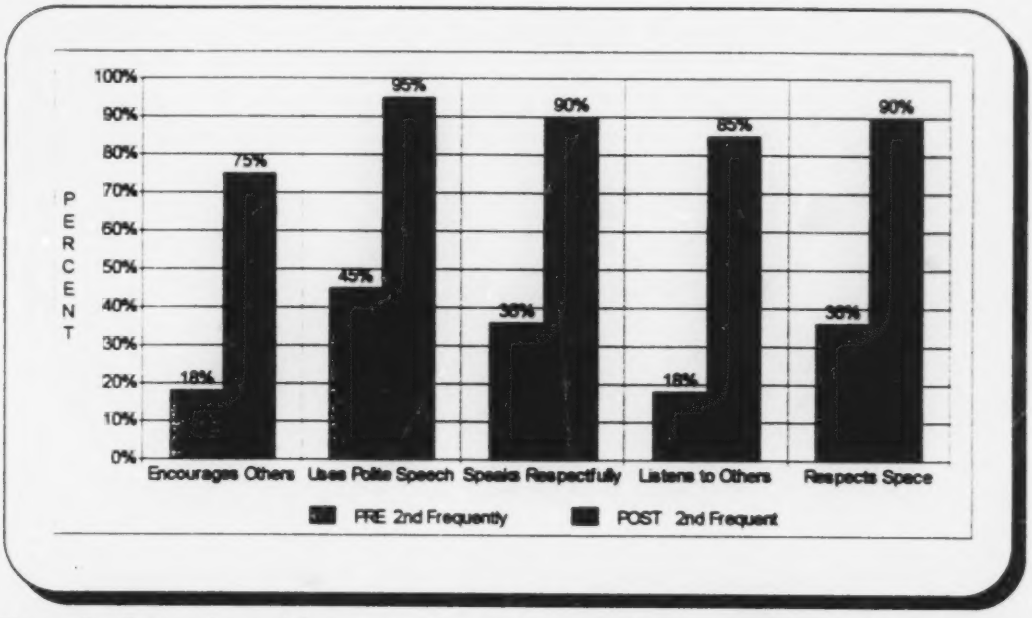

Figure 8. Categories and frequency of acts of respect (pre-intervention and post-intervention) as measured by teacher rating scale for second grade. (Appendix A)

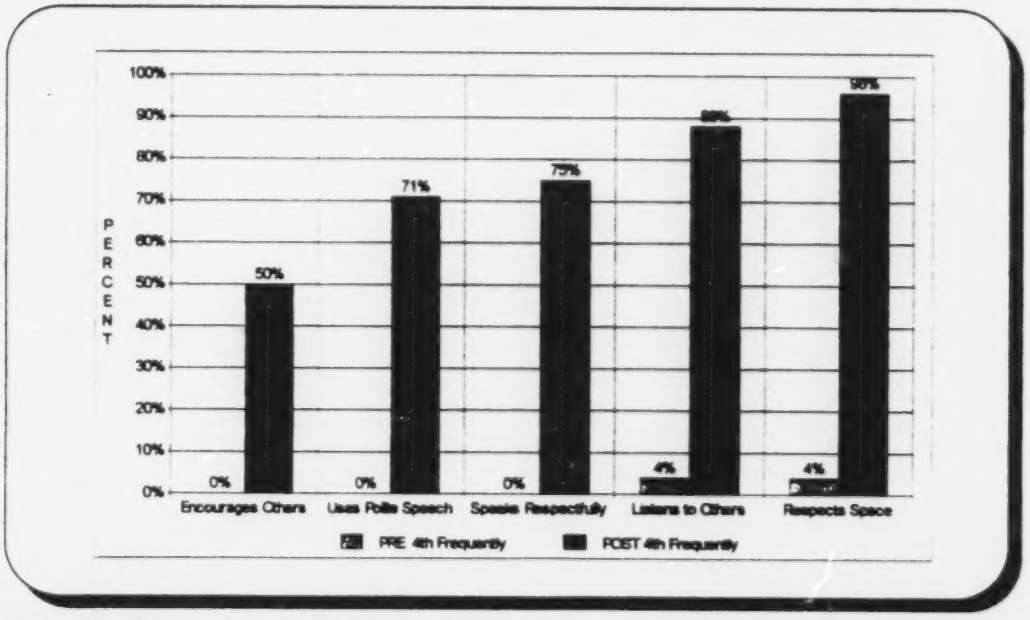

Figure 8a. Categories and frequency of acts of respect (pre-intervention and post-intervention) as measured by teacher rating scale for fourth grade. (Appendix A)

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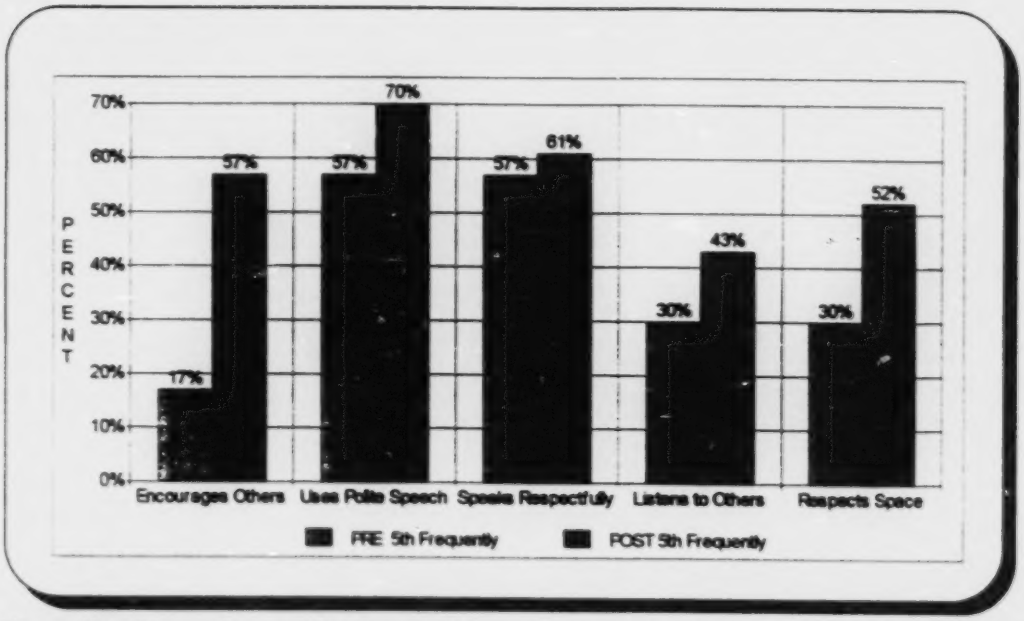

Figure 8b. Categories and frequency of acts of respect (pre-intervention and post-intervention) as measured by teacher rating scale for fifth grade. (Appendix A)

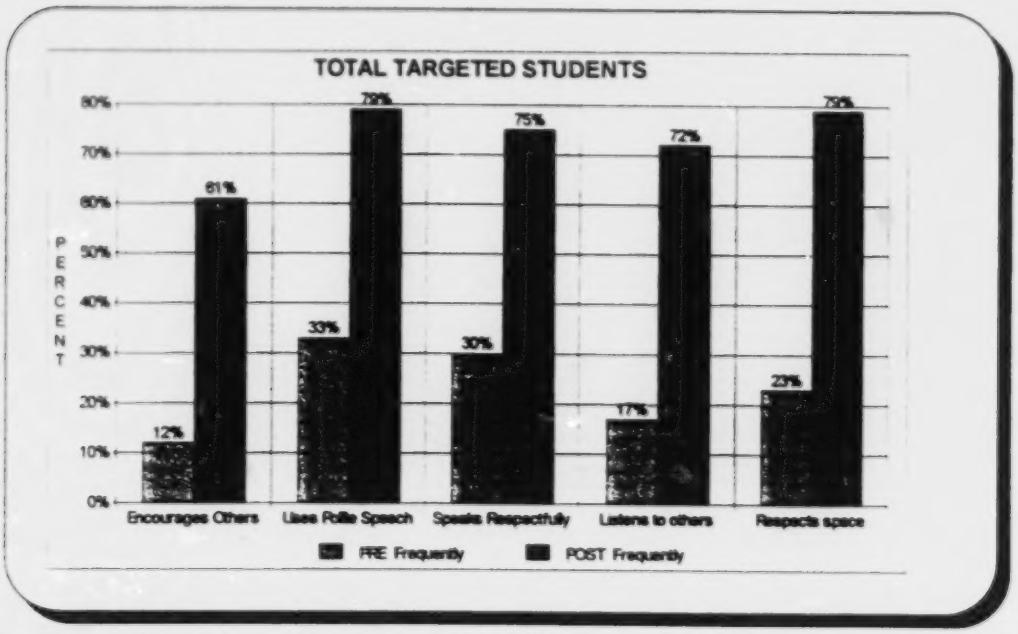

Figure 8c. Categories and frequency of acts of respect (pre-intervention and post-intervention) as measured by teacher rating scale for total targeted classrooms. (Appendix A)

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Table 9

Teacher Rating Scale for Student Behavior

RESPONSIBILITY	PRE-INTERVENTION	POST-INTERVENTION
	FREQUENTLY	FREQUENTLY
1. Follows classroom rules		
Second Grade	41%	90%
Fourth Grade	0%	75%
Fifth Grade	26%	52%
TOTAL	22%	72%
2. Stays on task		
Second Grade	45%	80%
Fourth Grade	0%	79%
Fifth Grade	28%	61%
TOTAL	22%	73%
3. Accepts responsibility for own behavior		
Second Grade	41%	75%
Fourth Grade	0%	83%
Fifth Grade	35%	65%
TOTAL	25%	74%
4. Comes to class prepared		
Second Grade	45%	85%
Fourth Grade	0%	79%
Fifth Grade	30%	48%
TOTAL	25%	71%
5. Accepts constructive criticism		
Second Grade	45%	80%
Fourth Grade	0%	71%
Fifth Grade	39%	74%
TOTAL	28%	75%

N=66 (20 second grade students, 23 fourth grade students, 23 fifth grade students)

Analysis of second grade shows an increase in all areas of responsibility. The major problem at the beginning of the intervention, as shown in Table 9 and Figure 9, was the students' inability to accept constructive criticism. The post data as shown in Figure 9, indicate an increase in the percentage of students using the skill 35 % of the time. The most significant amount of growth was following classroom rules with an increase of 49%. Growth in the remaining areas exceeded 34%.

Analysis of the data in Figure 9a for fourth grade, shows that all areas were of extreme concern with more of the students frequently exhibiting these behaviors before the intervention. The post intervention results show an increase of over 70% of the students now demonstrating the behaviors of responsibility.

The greatest pre-intervention concerns for 5th grade were accepting responsibility for behavior and accepting constructive criticism. The data in Figure 9b show improvement in these areas were at or exceeded 30% of the students. The post data show an increase in the percentage of students staying on task at 33%. Areas of lesser growth were demonstrated in following classroom rules with an increase in the percentage of students at 26%; and being prepared for class with the percentage of students showing growth at 18%.

The data of the total targeted classrooms showed an overall gain of 50% of the students practicing responsibility as shown in Table 9 and Figure 9c.

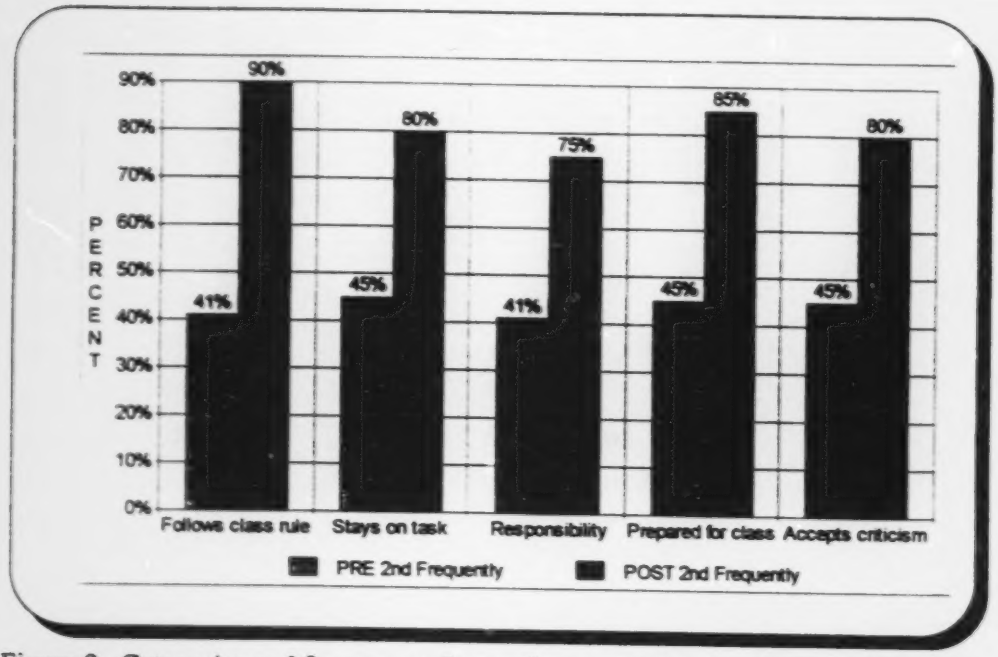

Figure 9. Categories and frequency of acts of responsibility (pre-intervention and post-intervention) as measured by teacher rating scale for second grade. (Appendix A)

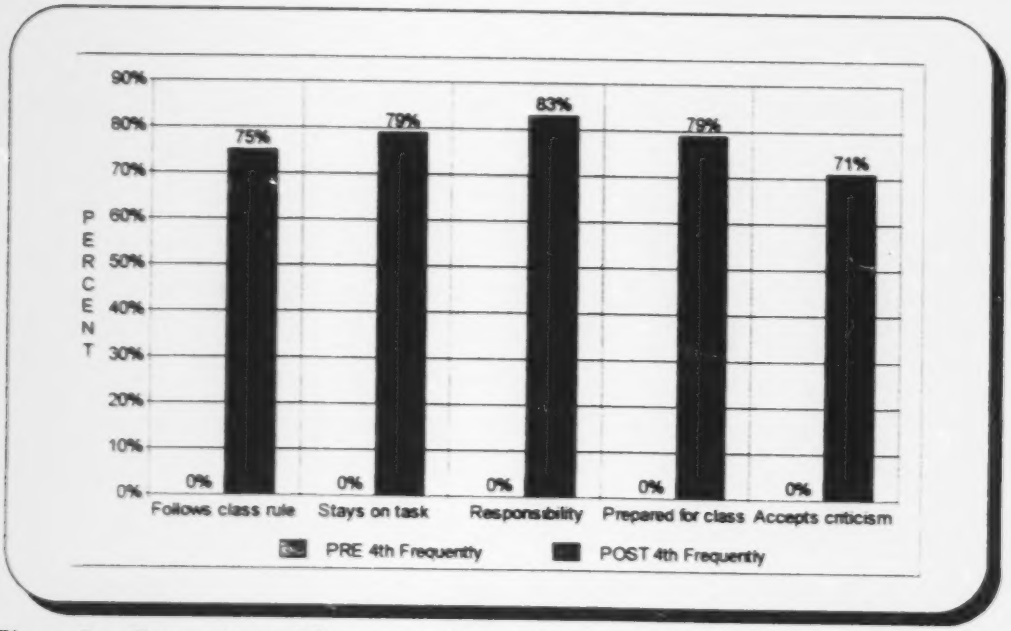

Figure 9a. Categories and frequency of acts of responsibility (pre-intervention and post-intervention) as measured by teacher rating scale for fourth grade. (Appendix A)

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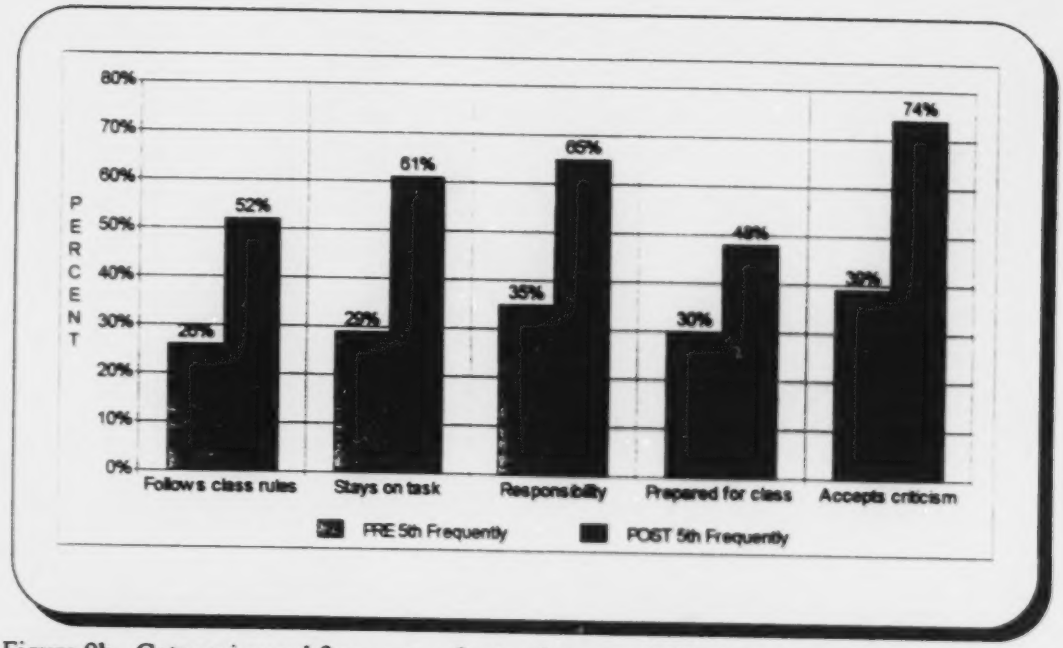

Figure 9b. Categories and frequency of acts of responsibility (pre-intervention and post-intervention) as measured by teacher rating scale for fifth grade. (Appendix A)

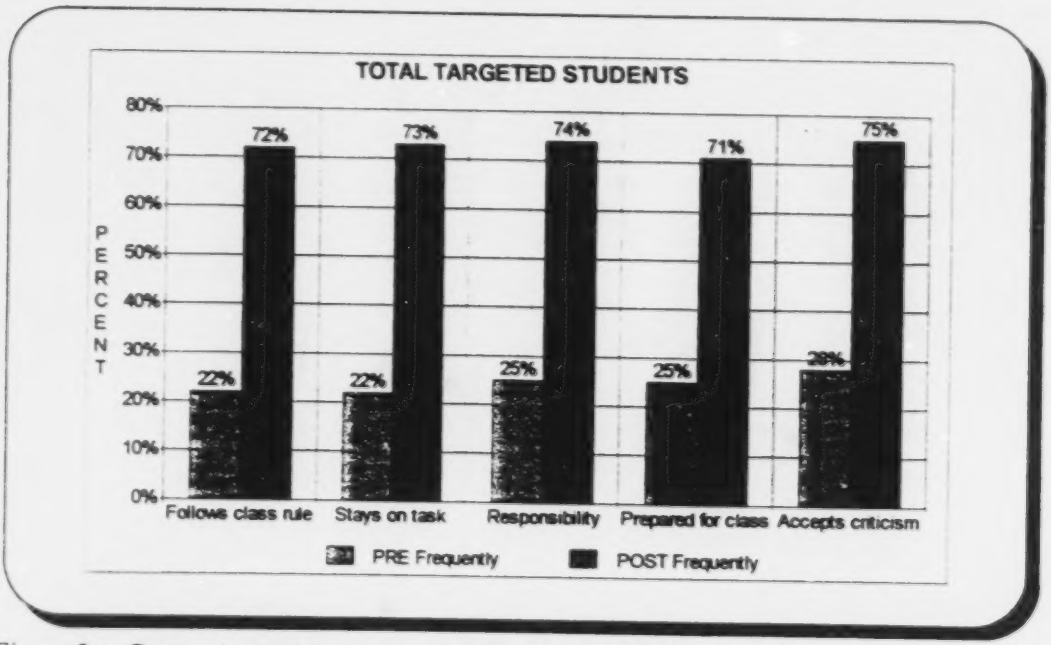

Figure 9c. Categories and frequency of acts of responsibility (pre-intervention and post-intervention) as measured by teacher rating scale for total targeted classrooms. (Appendix A)

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Table 10

Teacher Rating Scale for Student Behavior

COOPERATION	PRE-INTERVENTION	POST-INTERVENTION
	FREQUENTLY	FREQUENTLY
1. Active team participant		
Second Grade	50%	75%
Fourth Grade	4%	83%
Fifth Grade	57%	57%
TOTAL	36%	72%
2. Regularly compliments other		
Second Grade	18%	70%
Fourth Grade	0%	21%
Fifth Grade	9%	57%
TOTAL	9%	49%
3. Takes turns		
Second Grade	36%	85%
Fourth Grade	0%	96%
Fifth Grade	52%	74%
TOTAL	29%	85%
4. Performs their role		
Second Grade	59%	80%
Fourth Grade	4%	96%
Fifth Grade	52%	65%
TOTAL	38%	80%
5. Uses appropriate voice level		
Second Grade	36%	85%
Fourth Grade	4%	79%
Fifth Grade	48%	70%
TOTAL	29%	78%

N=66 (20 second grade students, 23 fourth grade students, 23 fifth grade students)

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The results of the data on cooperation, in Table 10 and Figures 10 and 10a, show the largest area of growth for second grade was in the percentage of students complimenting others at 52%. This was followed by an increase in percentage of students taking turns and using appropriate voice levels at 49%. An increase of 20% or better of the students improved in the areas of active team participation and performing their team role.

Pre-intervention data for fourth grade show a great need for improvement in the area of cooperation. An increase of over 90% of the students were found in taking turns and performing team roles. Growth was also shown in active participation and using appropriate voice levels with 75% or better of the students showing improvement. The percentage of students who compliment others regularly increased by 21%.

The primary pre-intervention concern for fifth grade, complimenting others, proved to be the area of greatest growth with an increase of the percentage of students improving at 48%. Taking turns and using appropriate voice levels both showed the percentage of students using the skill increased by 22%. The percentage of students increasing the skill of performing their team roles were 13%. Active team participation remained the same at 57%.

The major pre-intervention concern for the total targeted group was complimenting others. Following the intervention, the increase in the percentage of students complimenting others was 40%. The post data revealed the greatest area of growth was in taking turns, with an increase of student use at 56% as seen in Table 10 and Figure 10c. The percentage of students demonstrating growth in active team participation, performing team roles, and using appropriate voice levels was greater than 35%.

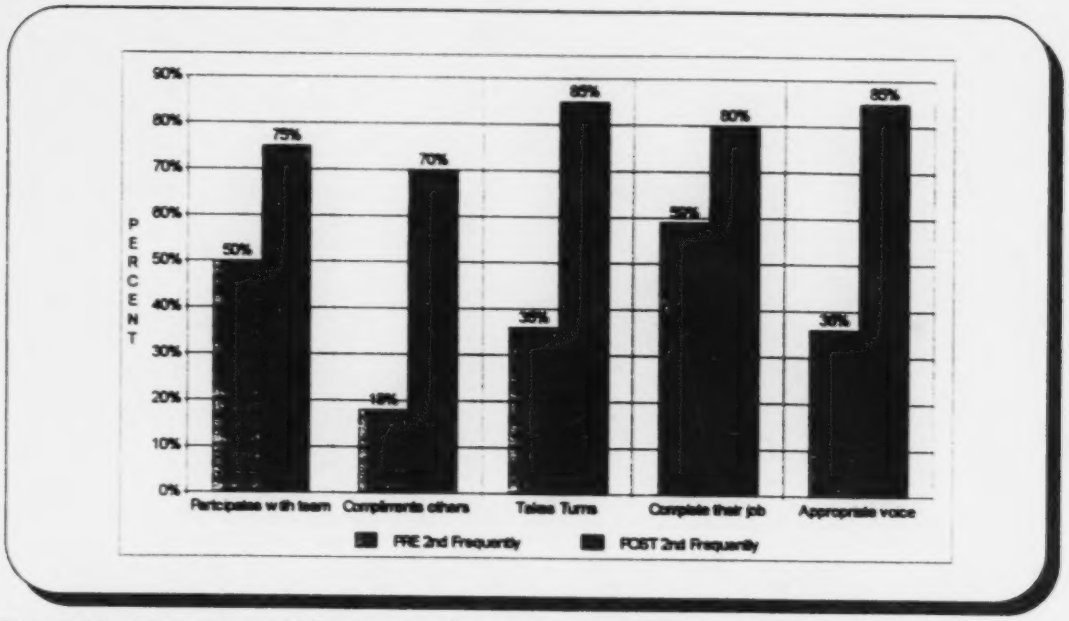

Figure 10. Categories and frequency of acts of cooperation (pre-intervention and post-intervention) as measured by teacher rating scale for second grade. (Appendix A)

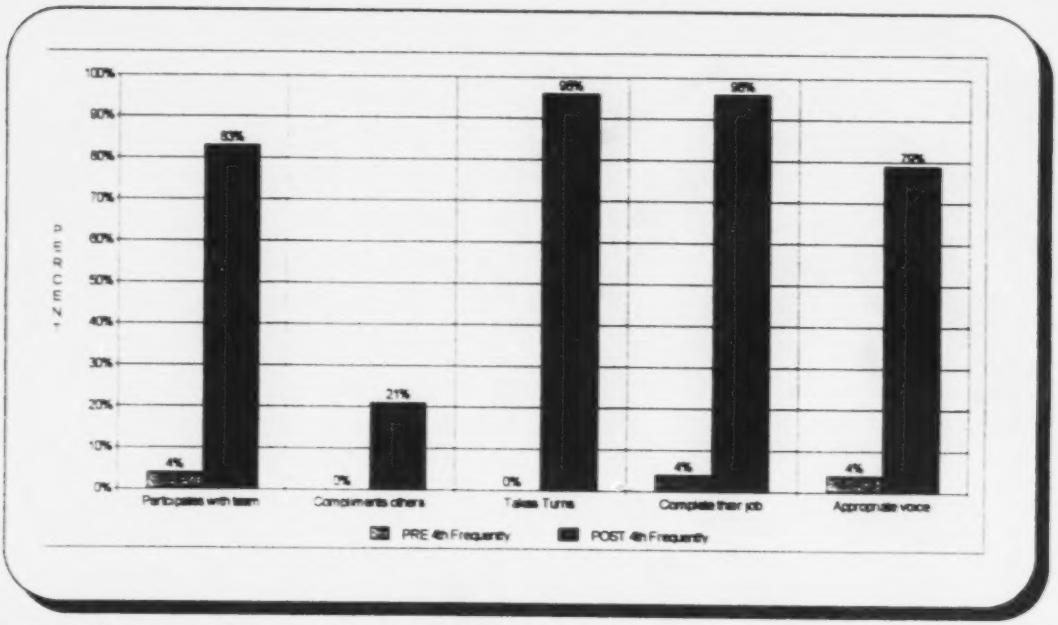

Figure 10a. Categories and frequency of acts of cooperation (pre-intervention and post-intervention) as measured by teacher rating scale for fourth grade. (Appendix A)

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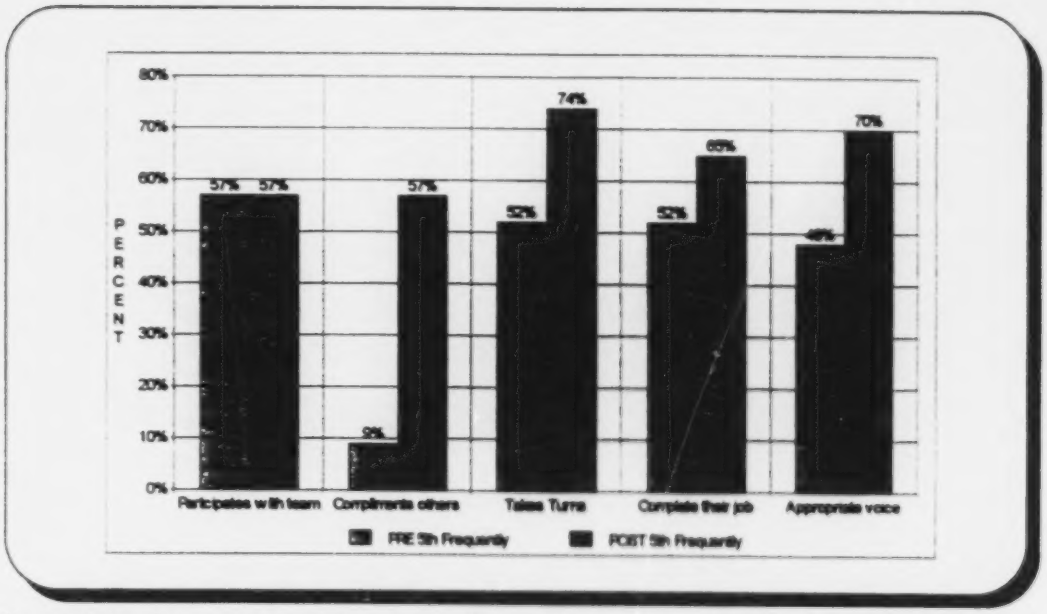

Figure 10b. Categories and frequency of acts of cooperation (pre-intervention and post-intervention) as measured by teacher rating scale for fifth grade. (Appendix A)

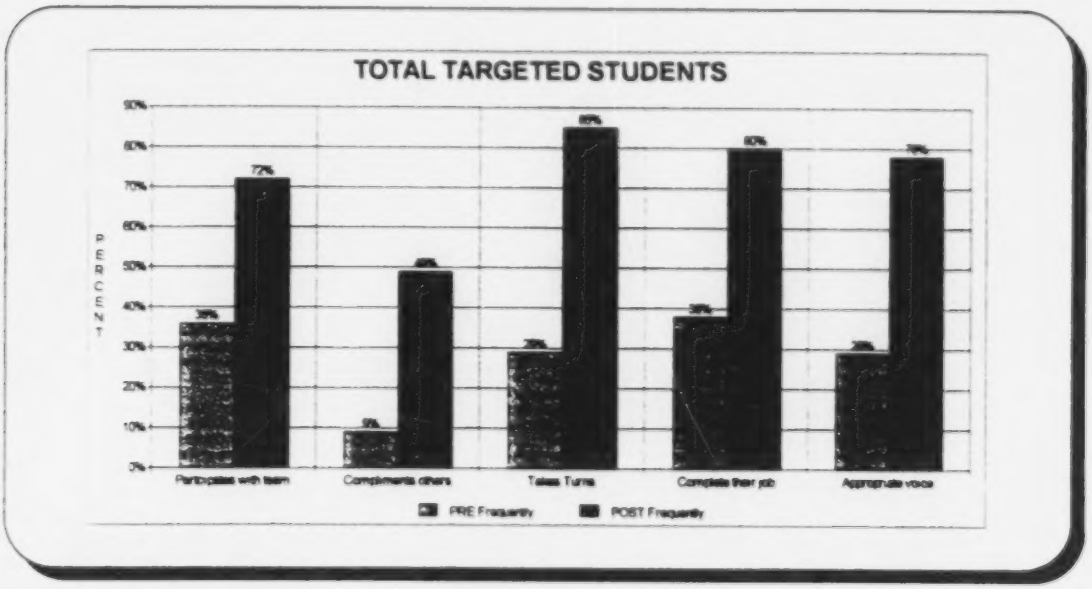

Figure 10c. Categories and frequency of acts of cooperation (pre-intervention and post-intervention) as measured by teacher rating scale for total targeted classrooms. (Appendix A)

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Teacher/researchers described four scenarios to each student individually. Students were asked to respond to a series of questions regarding each. Student interviews were done the second week of school and again at the end of the intervention. Pre-intervention and post-intervention responses are reported in Table 11. Not all students responded to all questions in both the pre-interview and post-interview.

Table 11

Student Interview Results: Pre-intervention and Post-intervention

1. Pretend a team is working on a project. One member decides not to do their job. The team member who is not participating plays around and goofs off.

	2nd		4th		5th		TOTAL	
HOW DO THE OTHER TEAM MEMBERS FEEL?	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Sad/Bad	19	12	11	8	4	7	34	27
Mad	3	8	10	11	14	10	27	29
They need to help them	0	0	3	0	0	0	3	0
Unfair	0	0	0	0	1	2	1	2
They need to continue to work	0	0	0	0	1	0	1	0
Lack appreciation of teamwork	0	0	0	0	2	1	2	1
Upset	0	0	0	2	0	1	0	3
Unimportant	0	0	0	0	0	1	0	1
WHAT COULD THEY DO ABOUT THIS?								
Tell the teacher	7	5	4	5	12	0	28	10
Time them out	1	0	0	0	0	0	1	0
Ask them to be good	2	0	0	0	0	0	2	0
Ask them to stop	2	7	0	3	0	0	2	10
Ask them to work on the project	6	7	16	9	9	7	31	23
Work it out	1	1	0	3	0	0	1	4
No answer	1	0	1	0	0	1	2	1
Ignore it	0	0	0	1	1	0	1	1
Put the person in another team	0	0	1	0	0	0	1	0
Work without them	0	0	1	0	0	0	1	0
Ask them to say sorry	0	0	1	1	0	0	1	1
Talk to them	0	0	0	1	0	14	0	15
DO YOU THINK THIS IS RIGHT OR WRONG?								
Wrong	19	0	16	8	22	0	57	8
Right	2	20	8	15	0	22	10	57
No answer	1	0	0	0	0	0	1	0

N=65 (20 second grade students, 23 fourth grade students, 22 fifth grade students)

Analysis of the post interview data shows that 100% of the students expressed anger when asked how they felt about the non-participating team member. Eighty-two percent of the students chose to use encouraging words with their team member; while only 15% opted to tell

the teacher. When asked if it was right or wrong, 12% felt it was wrong for the student not to participate; while 88% felt they would encourage the student to participate.

2. Every student is working quietly on math. The teacher is moving about the room helping individual students. Just as the teacher reaches you friend's desk and is getting ready to help them, two students in the back of the room get into a fight. The teacher leaves your friend's desk to deal with the students who are fighting. Your friend doesn't get any help from the teacher during math.

	2nd		4th		5th		TOTAL	
How do you think your friend feels?	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Mad	16	0	17	6	10	3	43	9
Bad	5	3	0	1	3	3	8	7
Worried	1	0	0	0	0	0	1	0
Shocked	0	0	1	0	0	0	1	0
OK	0	0	1	2	0	2	1	4
Sad	0	17	4	11	5	6	9	34
Like he needs help/left out	0	0	1	1	2	0	3	1
Disappointed	0	0	0	0	1	4	1	4
No different	0	0	0	0	1	0	1	0
Upset	0	0	0	1	0	3	0	4
Will understand	0	0	0	1	0	0	0	1
Confused	0	0	0	0	0	1	0	1
What might the students who were fighting have done to solve their problem?								
Use "I care language"	1	1	0	1	0	0	1	2
Ask someone for help	1	1	2	0	4	0	7	1
Make an adjustment	1	0	0	0	0	0	1	0
Say sorry	11	9	8	4	0	0	19	13
Walk away/move apart	3	1	1	2	2	2	6	5
Stop fighting	3	0	0	0	0	0	3	0
Be friends	2	0	0	0	0	0	2	0
Talk it out	0	8	12	13	15	15	27	36
No answer	0	0	1	1	0	0	1	1
Peer Mediation	0	0	0	0	1	1	1	1
Think of a solution/work it out	0	0	0	2	0	1	0	3
Wait for teacher to help solve it	0	0	0	0	0	1	0	1
Keep working	0	0	0	0	0	2	0	2

Why do you think the teacher went to the students fighting, instead of continuing to help the students who were working appropriately?								
So people won't fight	1	1	0	0	0	0	1	0
The teacher doesn't like them to fight	3	0	0	2	0	0	3	2
Because they were fighting	3	0	0	0	0	0	3	0
She felt sad	2	0	0	0	0	0	2	0
To help solve the problem	3	1	0	1	0	0	3	2
They might get hurt	8	17	17	14	17	19	42	50
No answer	1	1	0	0	0	0	1	0
To take them to the office	1	0	0	0	0	0	1	0
To stop the fight	0	1	5	3	4	1	9	5
They were interrupting learning	0	0	1	0	0	0	1	0
To calm the fighter down	0	0	1	0	0	0	1	0
So they wouldn't get suspended	0	0	0	0	1	0	1	0
It was a bigger problem at the time	0	1	0	3	0	1	0	5
Unacceptable behavior	0	0	0	0	0	1	0	1

N=65 (20 second grade students, 23 fourth grade students, 22 fifth grade students)

Analysis of the second scenario revealed a 2% increase of the percentage of students demonstrating empathy. The post-intervention interviews indicate that the two most common solutions were talking it out, as expressed by 55%, and 20% suggesting an apology. While 88% of the students voiced concern for safety on the pre-interview, 97% expressed concern for safety in the post-interview.

3. One of your classmates has forgotten their homework. They are unable to participate in the team project without it.

	2nd		4th		5th		TOTAL	
What is the problem?	Pre	Post	Pre	Post	Pre	Post	Pre	Post
They don't have their homework	7	13	19	11	19	21	45	45
Can't participate	3	7	0	7	2	0	5	14
Get in trouble	1	0	0	0	0	0	1	0
They don't know how to do it	1	0	0	0	0	0	1	0
No answer	7	0	3	3	0	0	10	3
The team is mad	0	0	2	1	0	0	2	1
They were busy	0	0	0	0	1	0	1	0
Lack of responsibility	0	0	0	1	0	1	0	2
Whose problem is this?								
Mom's	1	0	0	0	0	0	1	0
The team's	1	2	0	1	1	0	2	3
The teacher's	2	0	0	0	1	0	3	0
The child's	16	18	20	22	20	22	56	62
No answer	2	0	3	0	0	0	5	0
No one's fault	0	0	1	0	0	0	1	0
How could it be solved?								
Team remind them	0	2	0	5	3	2	3	9
Team could wait until he is done	0	0	0	0	1	0	1	0
Go home and get it	0	0	1	0	1	0	2	0
Re-do it	0	12	8	6	7	6	15	24
Teacher remind him	0	0	0	0	1	0	1	0
Send a note to parents	0	0	0	1	1	0	1	1
Team members could share with him	1	0	1	2	1	2	3	4
Complete homework	14	3	8	4	7	10	29	17
Get an assignment book	0	0	1	0	0	0	1	0
No answer	4	1	0	2	3	0	7	3
Do not participate	1	0	1	0	0	0	2	0
Ask for help	1	1	0	0	0	0	1	1
Talk about it and work it out	1	1	0	1	0	0	1	2
Apologize to teacher	0	0	0	1	0	1	0	2
Have someone bring it	0	0	0	1	0	1	0	2

N=65 (20 second grade students, 23 fourth grade students, 22 fifth grade students)

The percentage of students able to recognize the problem increased by 20%, while 4% had no response. Ninety-five percent of the students responded that it was the child's responsibility. Sixty-three percent of the students proposed that the student either complete or redo the homework; with 18% offering strategies to prevent future occurrences. Five percent offered no solution.

4. One classmate is having a hard time understanding their reading assignment.

	2nd		4th		5th		TOTAL	
What should team members do?	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Raise their hand	1	0	0	1	0	0	1	1
Help them	20	18	23	19	16	18	59	55
No answer	1	0	0	0	0	0	1	0
Explain the assignment	0	2	1	1	5	4	6	7
Ask their partner	0	0	0	0	1	0	1	0
Encourage them	0	0	0	2	0	0	0	2
What would team members say to this person?								
Encouraging comments	3	1	11	5	13	3	27	9
Offers of help	18	19	10	14	9	8	37	41
No answer	1	0	3	3	0	3	4	3
Ask the teacher to help them	0	0	0	1	0	0	0	1
Explain assignment	0	0	0	0	0	5	0	5
Ask them to work harder	0	0	0	0	0	1	0	1
Do it with them not for them	0	0	0	0	0	2	0	2

N=65 (20 second grade students, 23 fourth grade students, 22 fifth grade students)

In the post-intervention, 95% of the students expressed a willingness to offer assistance which is a decrease of 2% from pre-intervention. When asked what team members would say to the student having difficulty, 89% responded with offers of encouragement.

Teacher/researchers asked all building staff members, both certified and non-certified, to complete a survey of how they saw students in the areas of respect, responsibility, and cooperation. Seventeen staff members responded to the pre-intervention survey and 20 responded on the post-intervention. This was done to help determine the need of teaching social skills, as well as the effect, if any, on influencing the school community.

Table 12

School-wide Staff Survey; Pre-intervention and Post-intervention

	ALWAYS		FREQUENTLY		RARELY		NO OPINION	
RESPECT	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Encourage others	0%	0%	24%	45%	76%	50%	0%	0%
2. Use polite speech	0%	0%	35%	45%	59%	55%	6%	0%
3. Speak to others respectfully	0%	0%	29%	45%	65%	55%	6%	0%
4. Listen while others speak	0%	0%	41%	50%	59%	50%	0%	0%
5. Respect other's space	0%	0%	29%	60%	71%	40%	0%	0%
RESPONSIBILITY								
1. Follow classroom rules	0%	0%	59%	65%	41%	30%	0%	0%
2. Stay on task	0%	0%	65%	65%	12%	35%	6%	0%
3. Accept responsibility for own behavior	0%	0%	41%	25%	59%	75%	0%	0%
4. Comes to class prepared	0%	0%	59%	70%	41%	20%	0%	5%
5. Accept constructive criticism	0%	0%	24%	35%	75%	65%	0%	0%
COOPERATION								
1. Actively participates with team	0%	0%	71%	75%	12%	20%	0%	0%
2. Regularly compliment others	0%	0%	12%	30%	88%	70%	0%	0%
3. Take turns	0%	0%	35%	60%	65%	40%	0%	0%
4. Complete their job	0%	0%	65%	70%	29%	20%	6%	5%
5. Use appropriate voice level	0%	0%	41%	45%	59%	55%	0%	0%

N=20 staff members

* Not all members responded to all behaviors.

The staff survey indicated that there was an increase in students' respect for others in the five areas of respect, as shown in Table 12 and Figure 11. Although staff reported that responsibility

was the least concern in the pre-intervention, it must be noted that the only area to show a decrease was in accepting responsibility for behavior. Staff noted an increase in cooperation with others. Complimenting others was shown to be the most problematic in the pre-intervention. The percentage of teachers observing students complimenting others increased by 18%.

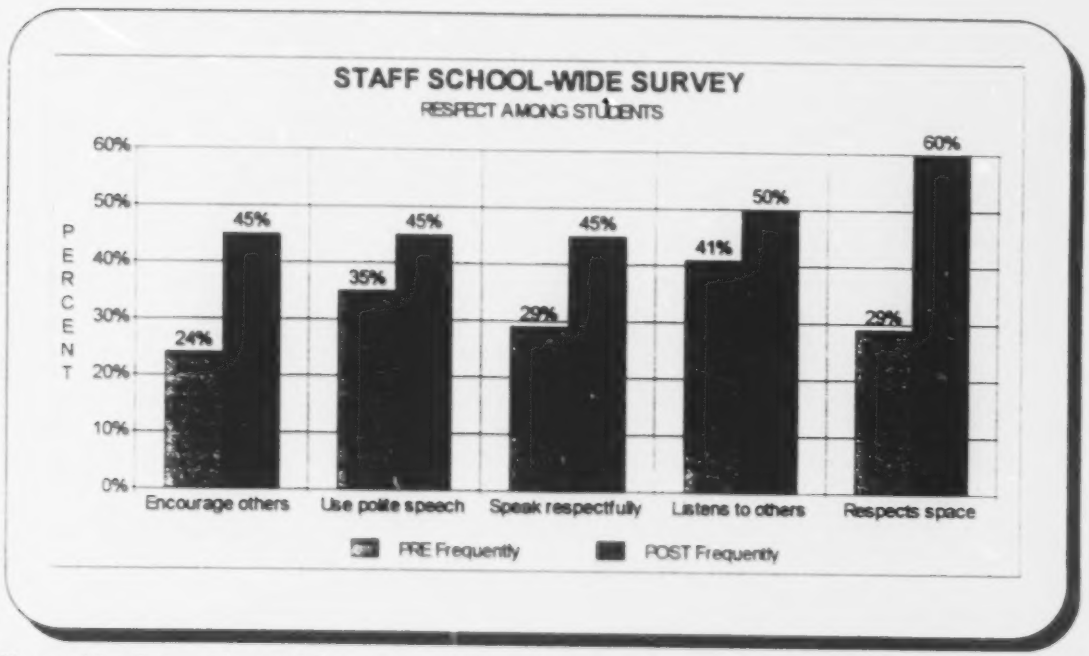

Figure 11. Categories and frequency of acts of respect frequently observed by staff (pre-intervention and post-intervention) as measured by school-wide staff survey. (Appendix E)

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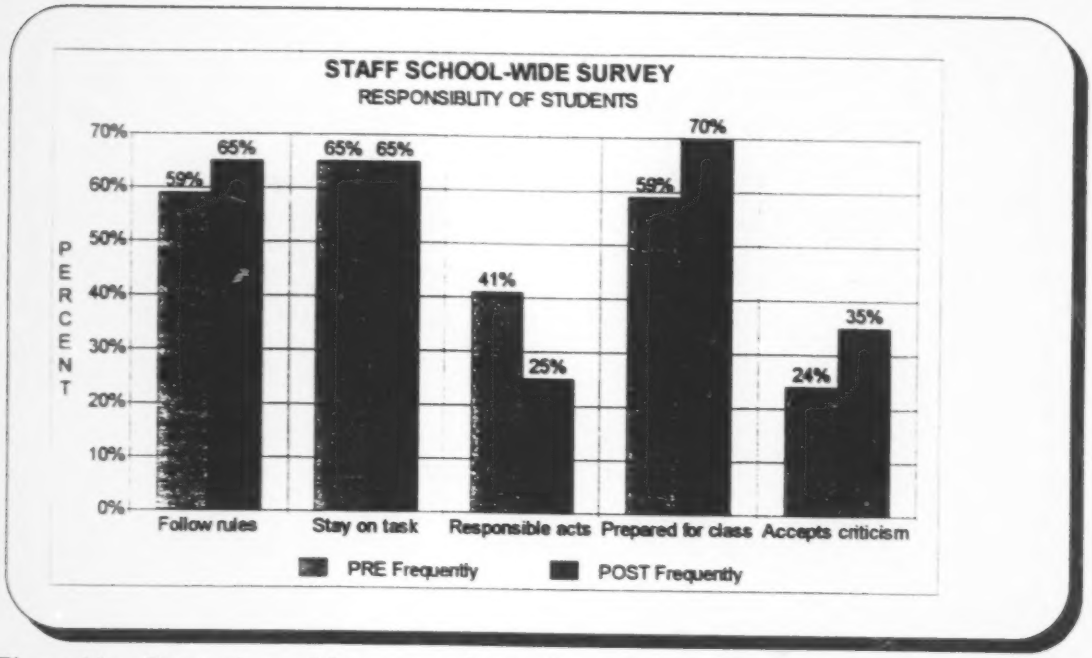

Figure 11a. Categories and frequency of acts of responsibility frequently observed by staff (pre-intervention and post-intervention) as measured by school-wide staff survey. (Appendix E)

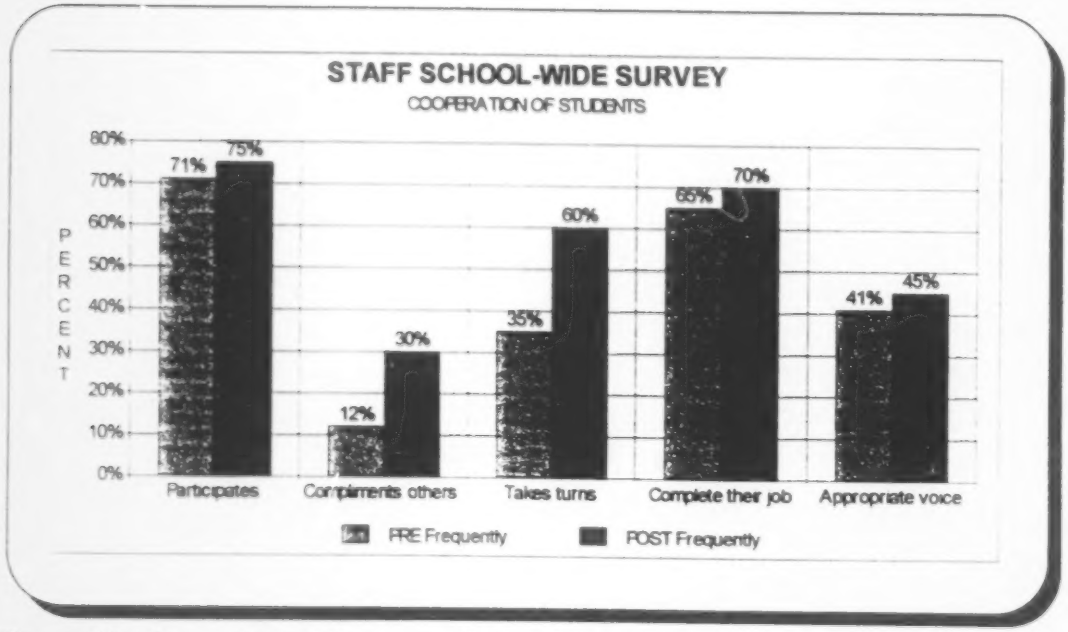

Figure 11b. Categories and frequency of acts of cooperation frequently observed by staff (pre-intervention and post-intervention) as measured by school-wide staff survey. (Appendix E)

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Conclusions and Recommendations

Based on the presentation and analysis of the data on the teacher rating scale, the students showed marked improvement in appropriate behavior. The social skills learned during cooperative learning and community circle lessons appear to have transferred to interpersonal skills. The teacher/researchers found they spent less instructional time dealing with disputes, therefore, more time was spent facilitating learning. Looking at the student interviews, it is noted that the responses coincided with the social behaviors that had been taught. The increase in empathy exhibited by the students was evident in their relationships with their peers and adults.

Students demonstrated responsibility and respect towards others when actively engaged in cooperative activities. Given the positive effect of Second Step, A Violence-Prevention Curriculum on increasing student empathy, it is recommended by the teacher/researchers that this program be implemented school-wide for the entire school year. The consistent practice of cooperative learning stategies is the stimulus for teaching and reinforcing appropriate social behaviors.

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APPENDICES

Appendix A

TEACHER RATING SCALE FOR STUDENT BEHAVIOR

STUDENT NAME_____**DATE**_____

Rating Scale
1--Never
2--Sometimes
3--Always

TARGETED SKILLS:	RATING
RESPECT	
1. Encourages others	
2. Uses polite speech	
3. Speaks to others respectfully	
4. Listens while others speak	
5. Respects other's space	
RESPONSIBILITY	
1. Follows classroom rules	
2. Stays on task	
3. Accepts responsibility for own behavior	
4. Comes to class prepared	
5. Accepts constructive criticism	
COOPERATION	
1. Active Team Participant	
2. Regularly compliments others	
3. Takes turns	
4. Does his/her job.	
5. Uses appropriate voice level	

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Appendix B

INTERVIEW

Your participation in this research is confidential and will in no way affect your grade.

1. Pretend a team is working on a project. One member decides not to do their job. The team member who is not participating plays around and goofs off.

1a. How do the other team members feel?

1b. What could they do about this?

1c. Do you think this is right or wrong?

2. Every student is working quietly on math. The teacher is moving about the room helping individual students. Just as the teacher reaches your friend's desk and is getting ready to help them, 2 students in the back of the room get into a fight. The teacher leaves your friend's desk to deal with the students who are fighting. Your friend doesn't get any help from the teacher during math.

2a. How do you think your friend feels?

2b. What might the students who were fighting have done to solve their problem?

2c. Why do you think the teacher went to the students fighting, instead of continuing to help the students who were working appropriately?

3. One of your classmates has forgotten their homework. They are unable to participate in the team project without it.

3a. What is the problem?

3b. Whose problem is this?

3c. How could it be solved?

4. One classmate is having a hard time understanding their reading assignment.

4a. What should team members do?

4b. What would team members say to this person?

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Appendix C

STUDENT INTERVIEW RECORD

Your participation in this interview is confidential and will in no way affect your grade.

STUDENT_____GRADE___TEACHER_____ DATE_____

1a._____

1b._____

1c._____

2a._____

2b._____

2c._____

3a._____

3b._____

3c._____

4a._____

4b._____

Appendix D

TALLY CHART

TYPE OF REFERRAL	TALLIES	REASON FOR REFERRAL
STUDENT DISCIPLINE		RESPECT RESPONSIBILITY COOPERATION COMMUNICATION
PEER MEDIATION		RESPECT RESPONSIBILITY COOPERATION COMMUNICATION

Appendix E

SCHOOL-WIDE STAFF SURVEY

This study is being conducted by Joan Bogdan, Jerilyn Dye, Bonnie Leitner, and Roxanne Meersman, students in the Field-Based Master's Program at St. Xavier's University. The purpose of the study is to investigate the opinions of teachers regarding inappropriate student behaviors that interfere with personal and social development. Your participation in this study is strictly voluntary: there are no penalties if you choose not to participate. If you decide to participate, the information you provide will remain completely anonymous. Thank you for taking the time to complete the attached survey.

To what degree do Summerdale students exhibit the following behaviors?

Summerdale students. . .

	ALWAYS	FREQUENTLY	RARELY	NO OPINION
RESPECT				
1. Encourage others				
2. Use polite speech				
3. Speak to others respectfully				
4. Listen while others speak				
5. Respect other's space				
RESPONSIBILITY				
1. Follow classroom rules				
2. Stay on task				
3. Accept responsibility for own behavior				
4. Comes to class prepared				
5. Accept constructive criticism				
COOPERATION				
1. Actively participates with team				
2. Regularly compliment others				
3. Take turns				
4. Complete their job				
5. Use appropriate voice level				

Appendix F

(informed consent form)

SAINT XAVIER UNIVERSITY
Consent to Participate in a Research Study

We, the undersigned, are working on a research project for our master's degree from Saint Xavier University. We will implement a curriculum to improve student social skills. We will be observing student behavior as well as having discussions with students noting any improvement as we implement our social skills curriculum. Students will not be graded in any way. All observations and interviews will be confidential and anonymous. If you have any questions about your child's participation in this program please feel free to call or visit us at school.

I give permission for my child,_____to participate in this research project. I understand that all information collected will be completely anonymous.

_____ _____
(Signature of Parent/Legal Guardian) Date

Thank you,

Mrs. Bogdan

Mrs. Dye

Mrs. Leitner

Mrs. Meersman

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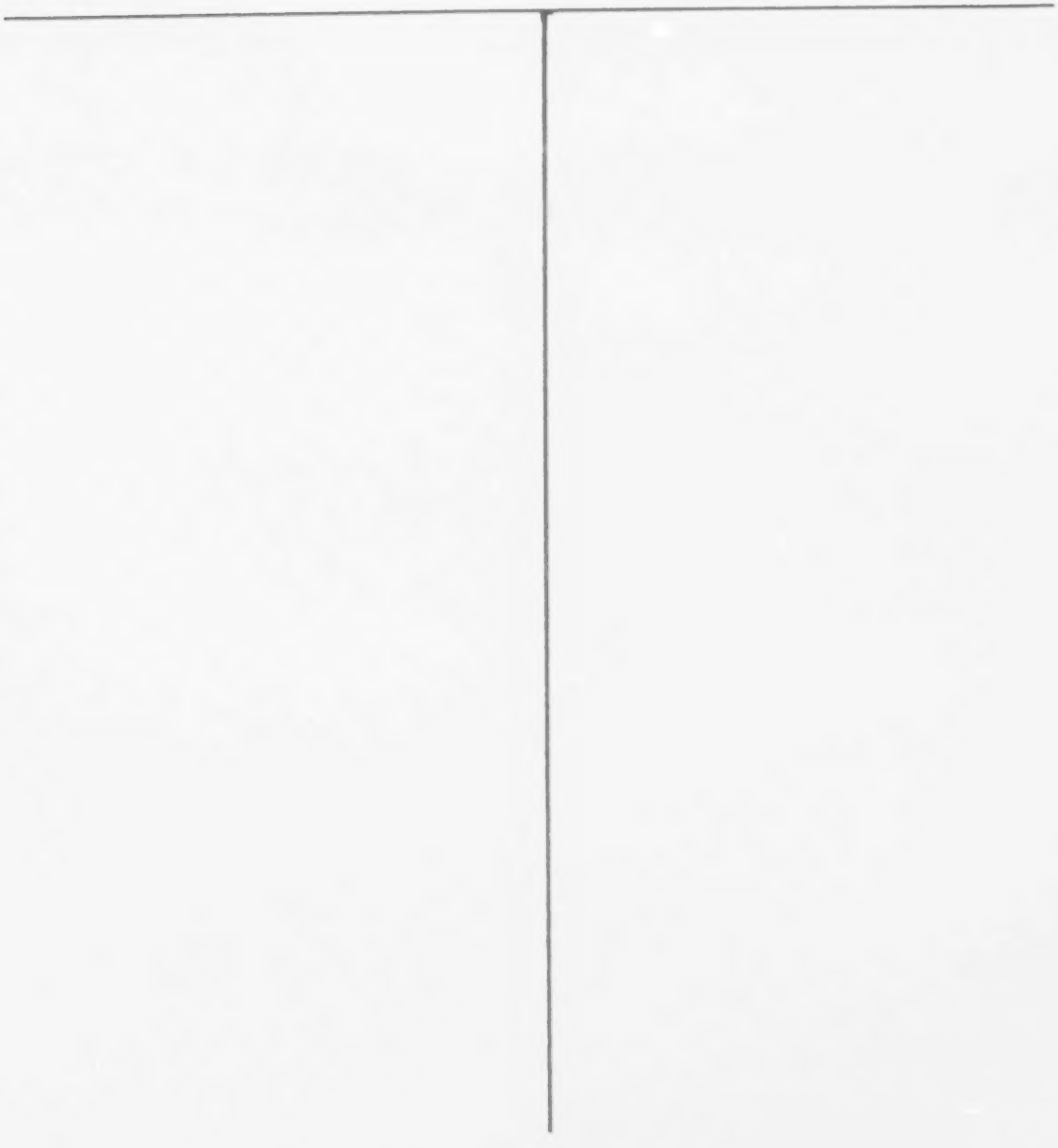
Appendix G

T-CHART (sample)

Will be completed with each targeted classes.

ACTIVE LISTENING



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Appendix H

T-CHART (sample)

Will be completed with targeted classes.

TAKING TURNS	

Appendix I

T-CHART (sample)

Will be completed with targeted classes.

ENCOURAGING WORDS	

Appendix J

T-CHART (sample)

Will be completed with targeted classes.

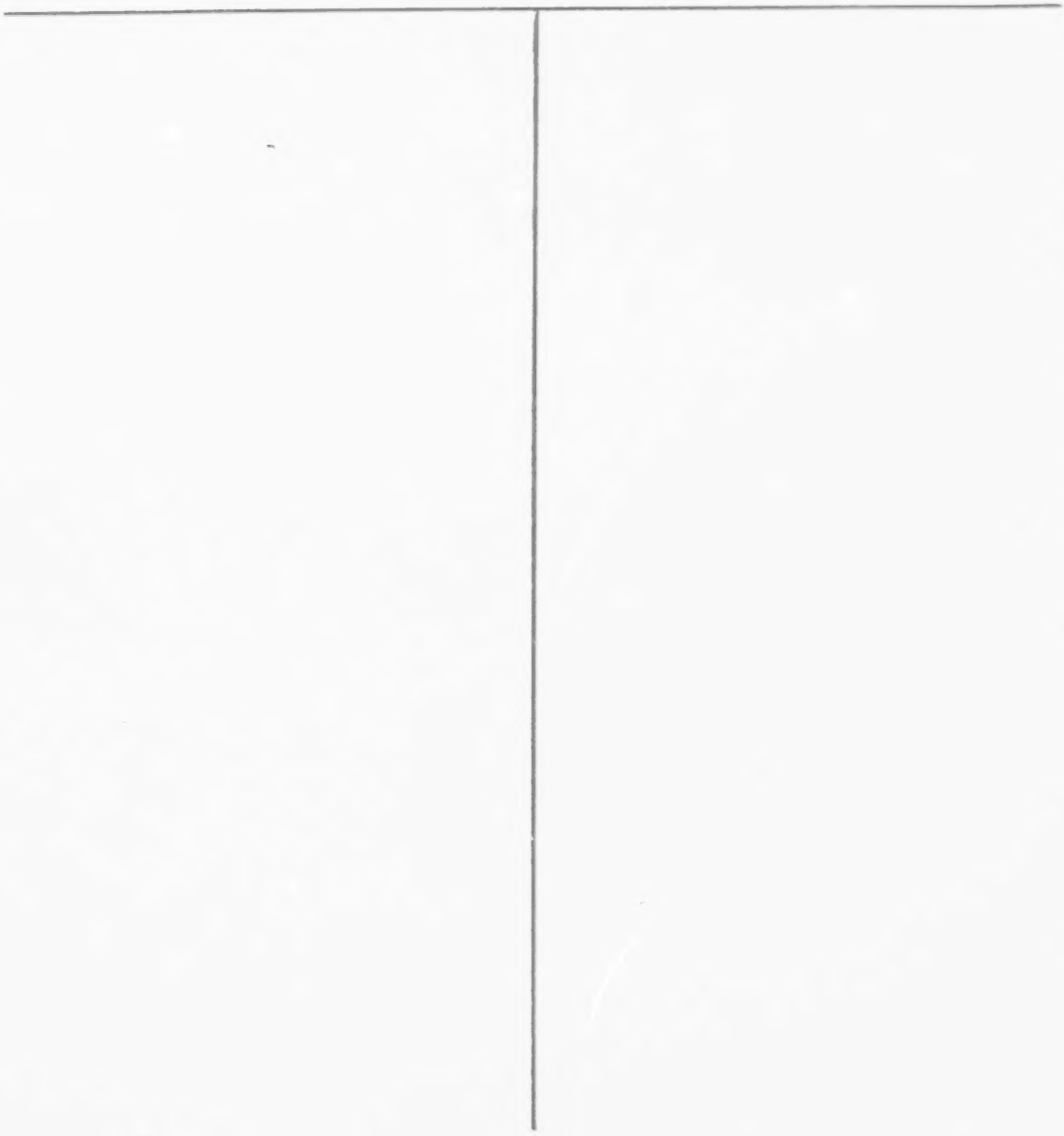
APPROPRIATE VOICE LEVEL	

Appendix K

T-CHART (sample)

Will be completed with targeted classes.

DISAGREE WITH IDEAS NOT PEOPLE



STUDENT DISCIPLINARY REFERRAL

Rockford Public Schools, District 205

STUDENT'S NAME _____ SCHOOL _____

TEACHER _____ GRADE OR CLASS _____

DATE OF INCIDENT _____ TIME _____ COUNSELOR _____ (Behavior Code:____)

I. Nature of Problem (Describe Incident):

II. Previous Remedial Action Taken by Classroom Teacher:

____Non verbal reprimand
____Verbal reprimand
____Private conference
____Activity exclusion
____In-room isolation
____Use of positive reinforcers
____Home visit
____Meet student after class
____Lunch detention
____After school detention
____Parent contact:
____Phone
____Letter
____Personal
____Parents visit classroom
____Behavioral contract
____Additional assignment
____Contact involved agency
____Consult with:
____Other teachers
____Student's counselor
____Home School counselor
____Administration
____Met with TAT
____Met with support staff
____Met with academic assistant
____Met with special ed case manager
____Met with student after school

Describe:

III. Administrator's Action and Recommendation:

____01 Detention
____02 Verbal Reprimand
____03 Parent Conference
____04 Police Contact
____05 Agency Referral
____06 Referral/Pupil Serv. Team
____07 Refer/Student Assist. Team
____08 In-School Suspension (days____)
____09 Out-of-School Suspension (days____)
____10 Referral for Expulsion
____11 Student Conference
____12 No Disciplinary Action
____13 Phone Call to Parent
____14 Time Out
____15 Refer/Counselor
____16 Restitution
____17 Refer/Home School Counselor
____18 Remedial Plan
____19 Behavioral Contract
____20 Student Mediation
____99 Other

Comments:

Administrator's Signature:_____ Date:_____

IV. Parent Response: *(Please return gold copy to school)* Parent(s) comments can be written on back of this form.

Parent Signature:_____ Student Signature:_____

Date:_____ Date:_____

This form must accompany the student when referred to the office, except in the case of an emergency.

An emergency constitutes a threat to the safety of the student or those around him or her.

COPY DISTRIBUTION: White: Administration; Yellow: Teacher (returned by Admin.); Pink: Counselor; Gold: Parent returns to school

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Student Mediation Steps

Step 1: Introductions

Ground Rules

- Mediators remain neutral
- Everything said is confidential
- No interruptions
- Agree to solve the conflict

"Do you agree to follow these rules?"

Step 2: Gathering Information

Ask each person, "Please tell me what happened."
(listen and summarize)
Ask each person, "Do you want to add anything?"
(listen, summarize, clarify with questions)
Repeat until the problem is understood. Summarize.

Step 3: Focus on Needs

Determine interests:

"What do you really want?"
"What might happen if you don't reach agreement?"

Summarize.

Step 4: List Choices

Brainstorm solutions, ask disputants;
"What could be done to resolve the problem?"

Step 5: Choose a Solution

Ask each person:
"Which of these options are you willing to do?"
Restate: "You both agree to..."

Step 6: Complete Agreement

Write the agreement and sign it.
Shake hands.

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Mediation Request

Date: _____

Names of students in conflict:

_____ Grade _____

_____ Grade _____

_____ Grade _____

_____ Grade _____

Where conflict occurred (check one)

☐ Classroom ☐ Hallway ☐ Cafeteria ☐ Outdoors

☐ Other (specify) _____

Briefly describe the problem:

_____

_____

_____

_____

_____

_____

_____

_____

Mediation requested by (check one)

☐ Student ☐ Staff Member ☐ Parent

☐ Other (specify) _____

Signature of person requesting mediation

_____

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Appendix O

THE MEDIATION REPORT

Date_____

Name and classroom teacher of students in conflict:

_____

_____

_____

_____

Where did the conflict happen? (check one)

___Bus ___Classroom ___Hallway ___Cafeteria

___Outside ___Other_____

What was the problem?_____

_____

_____

_____

Possible solutions to the conflict:

1. _____

2. _____

3. _____

4. _____

Disputant _____ agrees to _____

_____

Disputant _____ agrees to _____

_____

WE HAVE SIGNED THIS AGREEMENT BECAUSE WE BELIEVE THIS PLAN WILL WORK.

_____ _____

Disputant Disputant

_____ _____

Mediator Mediator

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Peer Mediator Self-Evaluation

Peer mediator_____ Date _____

Directions: Place a checkmark (✓) by each step where you did quality work. Place and asterisk (*) by each step where you think the quality could improve.

- ☐ Step 1: Introductions
- ☐ Step 2: Gather information
- ☐ Step 3: Focus on needs
- ☐ Step 4: Create options
- ☐ Step 5: Evaluate options and choose a solution
- ☐ Step 6: Write the agreement and close

1. What did you do well?

2. If you could do this mediation again, what might you do differently?

3. Were certain steps more difficult for you than other? If so, what could you do to strengthen these steps?

4. Do you have any other concerns or questions?

Staff supervisor _____ Date _____

Comments:

Expectations for Second Step Circle of Friends

1. Only the person holding the ball may talk.

2. No put downs, only "put ups".

3. Respect others' personal space--keep hands and feet to yourself.

UNIT I
Lesson 3

EMPATHY TRAINING
Feelings Change

Concept

- People may feel differently about the same situation at different times.

Language Concepts: now – later, before – after, same – different

Objectives

STUDENTS WILL BE ABLE TO:
- recognize that they may feel differently about the same situation at different times.
- recognize that one's feelings about a situation may change.

Notes to Teacher

It is important for children to realize that emotional reactions are not static, within the individual. Circumstances, maturity, and/or additional information can cause a change in feelings. Children often assume that bad feelings are permanent, that they will never go away. This belief can be deadly as the child grows older, for it is a factor in teen suicide. This is why it is especially important to encourage children to realize that feelings can and do change. This lesson is also a good one to emphasize because it allows students to speak of fears and worries that they have worked out, and to acknowledge their competence. To engage students to reply in complete sentences:

Cherise Angela

Story and Discussion

In today's lesson you will learn to recognize how feelings or emotions change.

(Show picture.) Angela (on right) started at her new school a month ago. She did not know any of her classmates when she started, and her schoolwork seemed harder than at her old school. Now Angela has earned a very high mark in math, and she has a new friend, Cherise.

1. How do you think Angela felt when she first went to the school, *before* she got to know anyone, and how do you think she feels *now*, *after* she's been there a month? (*Before*: scared, sad, lonely; *after*: happy, excited, confident, proud.)

(Note: You may want to write these on the board in two columns to show opposite emotions.)

2. What clues tell you that she is feeling this way now? (Smiling; laughing; appears to be having fun; looking at her paper, etc.)

3. Angela has a *different* feeling about the school *now*. Angela feels _____. She does not feel _____. (Note: Encourage opposites for the blanks. Repeat sentence several times, having students supply different words for the blanks.)

4. Why do you think Angela likes to go to her new school *now*? (Because she has made a friend and is doing well in math.)

When Angela was frightened and lonely at the new school she thought she would always feel this way, but her feelings changed over time.

5. What are some times when you felt sad or scared of something, but *later* you felt happy or excited about it? What caused your feelings to change? (Prompts: staying home alone; moving; going on a trip with a friend's family; doing a sport; a parent dating or remarrying.)

In today's lesson we learned to recognize that feelings or emotions can change with time or the situation. How you feel *now* may be different from how you will feel *later*.

Activity: Changes

Let's do an activity. I will say different phrases. For each phrase, three students will tell me how they used to feel about it and how they feel about it now. Remember, use just *one word* to describe an emotion.

Teacher models: (going to parties) When I was younger I felt *shy* at parties; now I feel *comfortable* at parties. (Supply students with the following form: "When I was younger I felt _____ about _____, now I feel _____ about _____." You may want to add "because" onto the sentence.)

(Hide Chorus from the following until each student has had a chance to respond.)
- looking a reptile
- going camping
- climbing high
- playing with dolls or toy trucks
- going to school
- entertaining your parents' friends
- meeting new kids
- doing household chores
- going to the doctor or dentist
- staying at home alone
- sharing a room with a brother or sister
- moving to a new house or apartment
- eating vegetables
- playing with older kids

Optional Homework

Write a paragraph about a time, like Angela's, in which your feelings changed.

Transfer of Training

Acknowledge students when they have shown a mature change in feelings or attitudes. "Janice, *before*, you did not speak up during discussions; *after* you got to know us, you joined in all the time."

Appendix R

87

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UNIT I
Lesson 7

EMPATHY TRAINING
Perceptions

Concepts

- People vary in the way they perceive other people, places or situations.
- Perceptions are based on people's own experiences, needs, values, and feelings.

Language Concepts: perceive, point of view, needs

Objectives

STUDENTS WILL BE ABLE TO

- recognize that people may have different perceptions based on their own experiences, needs, values, and feelings.
- recognize that people's perceptions may change as a result of new information or needs, or a change in need, values, or feelings.

Notes to Teacher

Perspective-taking skill can be built through allowing students to discuss how people perceive situations. Perceptions are based on people's own experiences, needs, values, and feelings. When perceptions are strong, they can produce "blind spots" or an inability to recognize or accept other points of view. Encourage consideration of other people's needs and values when solving problems.

John His mother

Story and Discussion

Today you will learn how and why people *perceive* situations differently. The word *perceive* means how a person sees a situation.

(Show picture.) John and his mother are having a disagreement. John's room is a mess; he feels that because it is his room he should be able to have it the way he wants it. John's mother does not like his room messy; she sees his room as part of the house and thinks he should keep it clean. John and his mother *perceive* the problem in different ways; they have different *points of view*.

1. How does John perceive the problem? (He thinks his mother is not giving him enough space; that he should be able to make his own decisions about his room. He doesn't care about neatness; he likes his freedom.)

2. How does John's mother perceive the problem? (She thinks her son is not being responsible; she likes things to be neat; she thinks it is important for John to follow rules.)

3. What are his mother's needs? (Clean house, cooperation in keeping the house neat.)

4. What are some solutions to this problem which would meet both their needs? (Compromise on how clean or neat it should be; set up a cleaning schedule; keep his door closed when his room isn't neat.)

Everyone has *needs*. John has a need for his own space, which he would like to keep in whatever shape he pleases, messy or neat.

In the coming weeks we will begin discussing how to solve problems. When solving problems, it is important to understand how people *perceive* problems and what their *needs* are.

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Role Plays

In this role-play game, you will each say: 1) how you perceive the problem, 2) what your needs are, and 3) how both your needs can be met. You do not need to *agree* on a solution; we will practice that on another day. First, I will model a role play for you.

Teacher models: telling a student that 1) s/he isn't working hard enough and 2) s/he needs to complete homework assignments; and the student saying s/he has so much homework, s/he never gets to play after school. Then, suggest how both their needs can be met.

Student role plays:

- You want to watch your favorite TV show and your parents want you to do the dishes.
- You want to finish a board game at a friend's house, and your friend feels tired of the game.
- You want to earn an allowance for chores done at home, and your parents feel you should do chores without being paid.
- You want to play with your sister/brother's new toy, and your sister/brother feels that there are some things s/he shouldn't have to share.
- You invite a friend to spend the night, and another friend feels left out.
- You don't want to replace your friend's rusty bike chain, which broke while you were borrowing the bike, and your friend wants you to replace it.
- You want to eat lunch with a group of friends, and your best friend wants you to eat lunch with her/him only.
- You feel unhappy that another student always leads the games at recess, and s/he feels that whoever starts a game should get to lead it.

Optional Homework

Think of a problem you have had with someone recently. Write down how you think the other person perceived the problem and how you perceived the problem. What were each of your needs? What did you do to solve the problem?

Transfer of Training

Use the words *perceive* and *needs* when mediating interpersonal problems. Continue to define the above words until the students fully grasp their meanings and are able to effectively use them in conversation.

UNIT I
Lesson 11

EMPATHY TRAINING
Cause and Effect

Concept

- Empathy requires understanding the effect people have on one another.

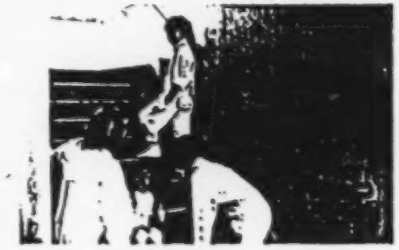
Language Concept: cause and effect

Objectives

STUDENTS WILL BE ABLE TO
- recognize the causes and effects of a given action.
- explain possible reasons for others' actions and emotions.

Notes to Teacher

In order to be sensitive towards others' feelings, the concept of causality is required. Prompting children to say what they think caused a particular situation helps to develop an understanding of the effect their behavior has on others. Understanding causality is necessary for evaluating solutions and avoiding problems, as well as for defining problems. The inability to link cause and effect is a characteristic of many adolescent and adult perpetrators of violence.



Donna
The club

Story and Discussion

In today's lesson you will learn to look at the *effect* your behavior might have on others.

(Show picture.) Several girls (on the lower steps) decided to form a club and make up secret passwords and jokes that only they could understand. Soon the other kids in their class, such as Donna, started to have strong feelings about the situation.

1. How do you think the kids who are not members of the club, such as Donna, are feeling? (Angry, left out, lonely, envious.)

2. How do you think the girls are feeling about being members of the club? (Special, secretive, envied.)

3. What might be the *effect* if every kid in the class was invited to join the club? (Everyone might feel included.)

4. Have you ever felt left out? Why did you feel this way? What did you do about it?

When something *causes* other people to feel or act differently we are talking about *effects*. The *effect* of starting a club in which only some kids were members was that the other kids felt bad and avoided them.

Today you learned about *cause and effect*. Understanding causes and effects of problems helps us learn how to better treat others.

Activity

Let's talk some more about *cause and effect*. I will describe some actions and you tell me what effect they might have on others. (This activity encourages students to envision a more positive future and how they can affect their social and physical environment.)

What might be the effect:
- on students, if I declared tomorrow a school holiday?
- on me, if students were noisy and disruptive?
- on a student, if s/he were ignored by other classmates?
- on your parents, if you always cleaned up after yourselves?
- on your neighbors, if you played loud music a lot?
- on a friend in the hospital, if you visited him and sent him cards?
- (if applicable) on your neighborhood, if there were no gangs?
- (if applicable) on your neighborhood, if there were no vandalism?
- on people, if no one ever stole?

Optional Homework

Describe a problem you've had with someone. What was the cause of the problem? What was the effect on each person involved?

Transfer of Training

Use the term *cause and effect* whenever guiding students to define a problem. It is important for the children to understand that exact causes are not often clear, but they can make reasonable guesses. Therefore, it is okay, even expected, to be incorrect on some occasions.

Appendix T

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UNIT I
Lesson 16

EMPATHY TRAINING
Accepting Differences

Concepts

- Prejudice occurs when an unfavorable opinion is formed without knowledge of that person
- All cultures have similarities as well as differences

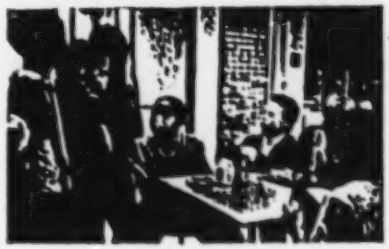
Language Concepts: culture, customs, prejudice, disability

Objectives

STUDENTS WILL BE ABLE TO:
- recognize similarities and differences between children of different cultures
- predict how others feel when experiencing prejudice
- identify several different forms of prejudice

Notes to Teacher

Empathy is enhanced when people perceive similarities between themselves and others. Emphasize these cross cultural similarities, while encouraging the acceptance and appreciation of differences. This lesson may prompt much discussion and may need to be extended over two sessions.



Joe Benjamin

Story and Discussion

In today's lesson we will discuss how people from different *cultures* or races are the same and how they are different.

(Show picture.) Joe (sitting on left) goes to a school which buses in students from all over the city. Usually the kids hang out only with other kids from the same race or culture. Joe wants to become friends with Benjamin (sitting on right). They have a lot of interests in common: baseball, model airplanes, skate-boarding. Recently they had fun together on a class project. Joe decides to join Benjamin and his friends at lunch. Some other friends of Joe begin to give him a bad time about it, and some of Benjamin's friends ignore Joe.

1. What are some of the ways Joe and Benjamin are alike, and what are some ways they might be different? (Similarities: age, clothes, things they like to do, differences: looks, social customs, foods.)

Cultures, religions, or races may have different *customs* and/or physical characteristics. Customs are practices, habits, or ways of doing things, such as Benjamin's religious custom of giving up something you like during the season of Lent. Physical characteristics which may vary with race include hair, nose shape, height, skin color, and eye shape and color.

2. Why did their friends give Joe and Benjamin a hard time? (They thought Joe/Benjamin was different from them, they wanted Joe/Benjamin to stick with them; they did not think how Joe/Benjamin might feel; they did not understand the other's customs.)

3. How do you think Joe and Benjamin felt? (Sad, angry, hurt, embarrassed.)

Joe and Benjamin's friends were displaying *prejudice*.

4. What is prejudice, and what is wrong with it? (Prejudice occurs when an unfavorable opinion is formed without knowledge of the person(s). Prejudice is often formed solely on the basis of physical and social differences, or what we see adults display. When people are prejudiced, they do not judge people for their own worth. Prejudice is hurtful.)

5. What are some other differences which kids might be teased or taunted about? (Discuss *disabilities*, lack of money, weight, etc.)

6. Using an "I" message, what could Joe or Benjamin say to their friends when they give them a bad time about their friendship with each other? ("I feel mad/hurt when you make fun of my friendship with Joe/Benjamin. How would you feel if other people told you who your friends could be?")

7. Have you ever felt different from everyone else? How did it feel?

Today you learned how to recognize and respond to prejudice when it occurs.

Activity: Trust Walk

Pair up. One child in each pair gets blindfolded and led on a trust walk by her/his partner. After ten minutes, switch roles. Afterwards, we will have a group discussion on what it felt like not to have the use of your eyes, that is, to have a *disability*.

Transfer of Training

Cooperative learning has shown promise in breaking the barriers of prejudice. Provide opportunities for interaction between children of different races, religions, cultures, and physical abilities through group projects. When students experience discrimination through social exclusion or name calling, emphasize the need for increased empathy and understanding.

Appendix U

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TEAM COOPERATION SCORE SHEET

Team Names	Monday	Tuesday	Wednesday	Thursday	Friday

** Each team can earn a possible 20 points for teamwork and cooperation. Teams are recognized weekly.

Super Team 90-100 points
Great Team 80-89 points
Good Team 70-79 points

More than one team can earn any of the certificates.

COOPERATIVE LEARNING STANDARDS

- ACTIVE LISTENING
- HELP AND ENCOURAGE EACH OTHER
- EVERYONE PARTICIPATES
- EXPLAIN YOUR IDEAS/TELL WHY
- COMPLETE TASKS

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When a team achieves an award, *each* member of the team gets a certificate or award. The teacher should stress that *all teams* can earn awards. Teams are NOT IN COMPETITION with one another.

ASSIGNING STUDENTS TO TEAMS

Rank Order (Ability)	Team Name
1	A
2	B
3	C
4	D
5	E
6	F
7	G
8	H
9	H
10	G
11	F
12	E
13	D
14	C
15	B
16	A
17	A
18	B
19	C
20	D
21	E
22	F
23	G
24	H
25	H
26	G
27	F
28	E
29	D
30	C
31	B
32	A

For example: Students #1, 16, 17, and 32 are on Team A.

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Appendix Y

SAMPLE

STUDENT CREATED TEAM POSTER AND LOGO

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Appendix Z

We, the people of Summerdale School, do hereby recognize the following rights and responsibilities in our efforts to maintain a peaceable school community:

Rights

I have the right to be happy and to be treated with compassion in this school. This means that no one will laugh at me or hurt my feelings.

I have the right to be myself in this school. This means that no one will treat me unfairly because of my...
- skin color
- height
- weight
- gender
- age.

I have the right to be safe in this school. This means no one will...
- hit me
- kick me
- push me
- pinch me
- threaten me
- hurt me.

I have the right to expect my property to be safe in this school.

I have the right to hear and be heard in this school. This means no one will...
- yell
- scream
- make loud noises
- or otherwise disturb me.

I have the right to be helped to learn self-control in this school. This means no one will silently stand by while I abuse my rights.

Responsibilities

I have the responsibility to treat others with compassion. This means that I will not laugh at others, tease them, or try to hurt anyone's feelings.

I have the responsibility to respect others as individuals and not treat others unfairly because of their...
- skin color
- height
- weight
- gender
- age.

I have the responsibility to make the school safe by not...
- hitting anyone
- kicking anyone
- pushing anyone
- pinching anyone
- threatening anyone
- hurting anyone.

I have the responsibility not to take or destroy the property of others.

I have the responsibility to help maintain a calm and quiet learning environment. This means I will not...
- yell
- scream
- shout
- make loud noises
- or otherwise disturb others.

I have the responsibility to learn self-control in this school. This means that I will strive to exercise my rights without denying the same rights to others, and I will expect to be corrected when I abuse the rights of others as they shall be corrected if my rights are abused.

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Student Pledge

I will...

1. Listen respectfully
2. Respect the space and property of others.
3. Do my homework.
4. Take responsibility for my actions.
5. Leave all gum, candy, and toys at home.

ROOM 14

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